

## Unit One Vocabulary

<i>to be</i> Absent . . . . .30	Hearing . . . . .12
Afternoon . . . . .7	Hello . . . . .4
Again, repeat . . . . .17	Hi . . . . .4
American Sign Language . . . . .17	Hold on . . . . .8
Bathroom . . . . .17	Homework . . . . .8
Blank face . . . . .26	I am, me . . . . .6
<i>to be</i> Bored . . . . .26	I don't mind . . . . .30
<i>to be</i> Busy . . . . .5	I'm not, not me . . . . .29
Can, may . . . . .29	<i>to</i> Introduce . . . . .12
Can't, may not . . . . .29	<i>to</i> Know . . . . .29
<i>to be</i> Confused . . . . .5	Last . . . . .10
Deaf . . . . .12	Later . . . . .20
Deixis . . . . .6	<i>to</i> Learn . . . . .17
Don't know . . . . .29	<i>to</i> Like . . . . .29
Don't like . . . . .29	Look at me . . . . .8
Don't understand . . . . .29	<i>to be</i> Mad, angry . . . . .26
Due, to owe . . . . .30	Me too, same here . . . . .20
Evening, night . . . . .7	<i>to</i> Meet . . . . .12
<i>to be</i> Excited . . . . .26	Morning . . . . .7
Eye contact . . . . .8	Movie . . . . .30
Facial expressions . . . . .26	My . . . . .12
Favorite . . . . .30	Name . . . . .10
Fine . . . . .5	Nice . . . . .12
Focus, pay attention . . . . .8	NMS: Head nod . . . . .28
Friend . . . . .12	NMS: Head shake . . . . .28
<i>to</i> Go to . . . . .17	NMS: Question-Maker . . . . .15
<i>to be</i> Good, well . . . . .5	No . . . . .17
Good-bye . . . . .20	No eye contact . . . . .8
Handwave . . . . .14	Nothing, not much . . . . .5
<i>to be</i> Happy . . . . .5	Please . . . . .17
Hard of hearing . . . . .12	<i>to</i> Practice . . . . .30
He / she / it . . . . .6	<i>to be</i> Sad . . . . .26
	Same old, the usual . . . . .5

<i>to be</i> Scared, afraid . . . . .26
School . . . . .30
<i>to</i> See . . . . .20
Shoulder tap . . . . .14
<i>to be</i> Sick . . . . .26
<i>to</i> Sign, sign language . . . . .17
<i>to be</i> Sleepy . . . . .5
Slow, to slow down . . . . .17
So-so . . . . .5
Take care . . . . .20
Thank you . . . . .17
They are . . . . .6
<i>to be</i> Tired . . . . .5
Today, now . . . . .30
Tomorrow . . . . .20
Turn off voice . . . . .14
<i>to</i> Understand . . . . .29
<i>to</i> Want . . . . .12
We are, us . . . . .6
What's up . . . . .4
Yes . . . . .17
You are . . . . .6
You are (plural) . . . . .6

### Key Phrases

How are you? . . . . .4
I'm fine . . . . .4
Nice to meet you . . . . .12
See you later . . . . .20
See you tomorrow . . . . .20
What is your name? . . . . .9
What's for homework? . . . . .8

## Meet the Characters

Four characters highlighting the variety of backgrounds within the Deaf community are profiled throughout **Master ASL Level One**. They will present useful vocabulary, highlight aspects of Deaf culture, and share their accomplishments and interests. You will realize that the lives of Deaf people are very much like your own.



**SEAN**



Sean lives in Boston, Massachusetts, and is the only Deaf person in his family. Originally from Texas where he attended the Texas School for the Deaf, he now attends a public school and uses sign language interpreters in his classes.



**MARC**



Marc, his brother, and a younger sister are Deaf; his mother is hard of hearing, and his father is hearing. He plays football at a school for the Deaf, is a member of the speech and debate team and is involved in student government. He plans on attending Gallaudet University, the world's only university for Deaf students.

**KRIS**



Kris is a university student studying government and law whose siblings, parents, and grandparents are all Deaf. An avid athlete, she loves to snowboard, ski, and play tennis. When she isn't studying, she can be found spending time with her family and is especially fond of storytelling competitions.



**KELLY**



Kelly, like Sean, is the only Deaf person in her family, though she considers herself lucky because

her parents and older brother all learned American Sign Language. Kelly enjoys drama, photography, and spending time on her creative writing. She wants to teach Deaf children after college. A pet peeve? When hearing people say, "I'll tell you later" or "It's not important."

In her role as an ASL teacher, Rita presents information that focuses on ASL grammar and Deaf culture, gives tips on how to improve your signing, and answers common questions students have about ASL. For example, a frequent question is: "What is the difference between *deaf* and *Deaf*?" When *deaf* is not capitalized, it describes one's hearing status. When capitalized, *Deaf* describes those individuals who are proud to be deaf and consider themselves members of the Deaf culture. They use American Sign Language as their preferred means of communication.



**RITA**



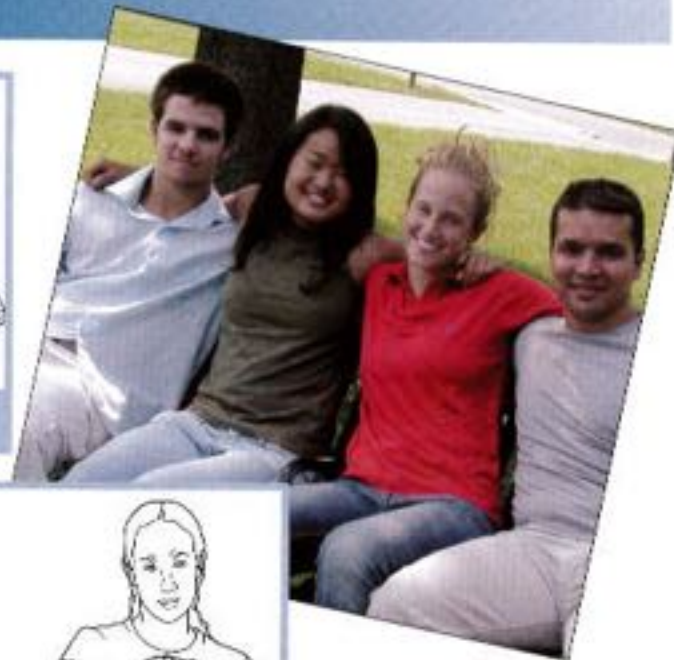
## Greetings



Hello!



Hi!



What's up?



How are you?

When signing to a friend, sign *Hi!*, but with adults or people you don't know well, use the more formal *Hello*. Whether you want to be formal or casual, accompanying the sign with a smile means a lot to both Deaf and hearing people! *What's up?* is an informal way to ask *How are you?* in both American Sign Language and English. You can also sign *What's up?* one-handed, but both signs must include raising your chin.



What's up? How are you?



I'm fine.



## Classroom Exercise

**A**

- 1 *Hello!* Exchange greetings with a classmate and ask how he or she is doing.
- 2 *How are you?* Ask a partner to tell you how another classmate is doing.



How is he/she?



He/she is happy.

- 3 *Greetings.* Look at the list of people in *italics*. Would you use *What's up?* or *How are you?* to greet them?
 

1. <i>an acquaintance</i>	4. <i>your partner</i>	7. <i>buddy</i>	10. <i>school administrator</i>
2. <i>parents</i>	5. <i>your ASL teacher</i>	8. <i>younger brother</i>	
3. <i>an ASL student</i>	6. <i>grandmother</i>	9. <i>teacher</i>	

## Vocabulary

### How are you? & What's up?



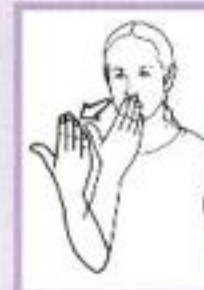
To be busy



Confused



Fine



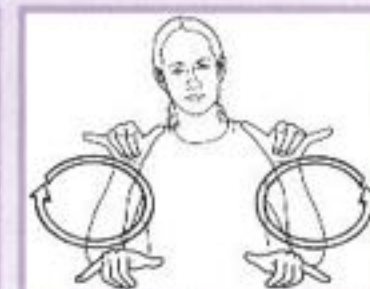
To be good, well



To be happy



Nothing, not much



Same old, the usual



Sleepy



So-so



To be tired

## ASL Up Close



### Conjugating Verbs: To Be

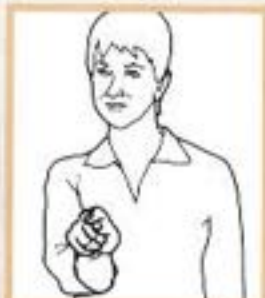


Deixis

Pointing is a logical feature of a signed, non-spoken language. It is not considered rude or impolite. If a person or object is not visible, point to an empty space and continue signing. Using the index finger to point is called **deixis**.



I am, me



You are



He, she, it is



We are, us



You are (plural)



They are

## Classroom Exercise



How is everybody? Sign each sentence in ASL following the example. Use deixis as needed.



I'm not too bad

1. They are busy.
2. She is happy.
3. I am confused.
4. We are happy.
5. She's good.
6. I'm sleepy.
7. It's so-so.
8. He's fine.

**FYI** Don't forget to point back to the person.

“American Sign Language is of great value to the deaf, but could also be of great benefit to the hearing as well.... It is superior to spoken language in its beauty and emotional expressiveness. It brings kindred souls into a much more close and conscious communion than mere speech can possibly do.” —Thomas H. Gallaudet, 1848

## Vocabulary

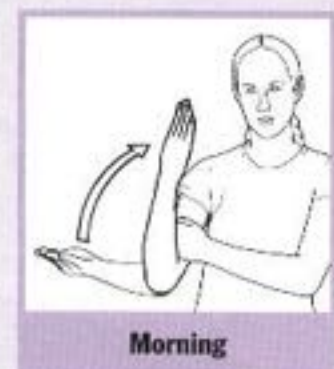
### More Greetings



Afternoon



Evening, night



Morning

## Classroom Exercise



- 1 Greetings. Greet your classmates and ask how they are doing.
- 2 Dialogue. Work with a partner to sign a dialogue using vocabulary you've learned.
- 3 What time of day is it? Is it afternoon, evening, or morning in each illustration?



## Eyes on ASL #1

Maintain eye contact when signing to others or when others sign to you.



Maintaining eye contact does not mean staring. If you must look away, make the *hold on* sign first.



Eye contact



Hold on



Look at me



Which sign means *focus* or *pay attention*, and which means *no eye contact*? How do you know?



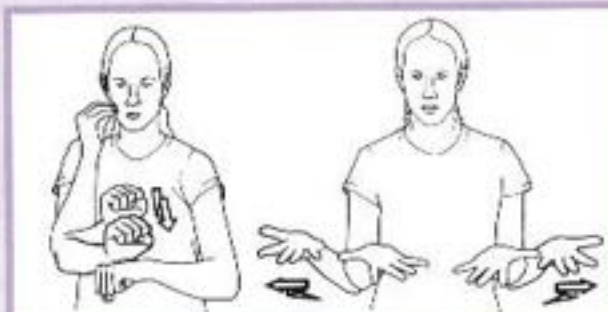
## Classroom Exercise



- 1 Using *Eyes on ASL*. Work with a partner to sign a dialogue that includes signs learned in *Eyes on ASL #1*.
- 2 *Eye contact*. What similarity do you see in the signs *eye contact*, *look at me*, and *no eye contact*? What do you think it means?
- 3 *Hold on*. Practice using the *hold on* sign with your teacher or a classmate. What is a polite way of signing *hold on*? What about a rude or impolite way?

## Homework Exercise

1



What's for homework?

- A Teach a friend or family member how to greet you in American Sign Language.
- B Practice fingerspelling your first and last name until you become comfortable spelling quickly and clearly. Watch the DVD for examples of fingerspelling.



Fingerspelling Names

## I Want to Know . . .

### Why do I have to point twice?

Pointing back to yourself or the person you're talking about shows completion of a train of thought. This allows somebody else to begin signing without interrupting you. Using deixis at the end of a sentence is called a **closing signal**. Closing signals are especially important when asking questions using the Question-Maker (page 15) or the WH-Face (page 42). Remember to use a closing signal when:

- Making a statement or comment about yourself or somebody else.
- Asking a question.

## Eyes on ASL #2

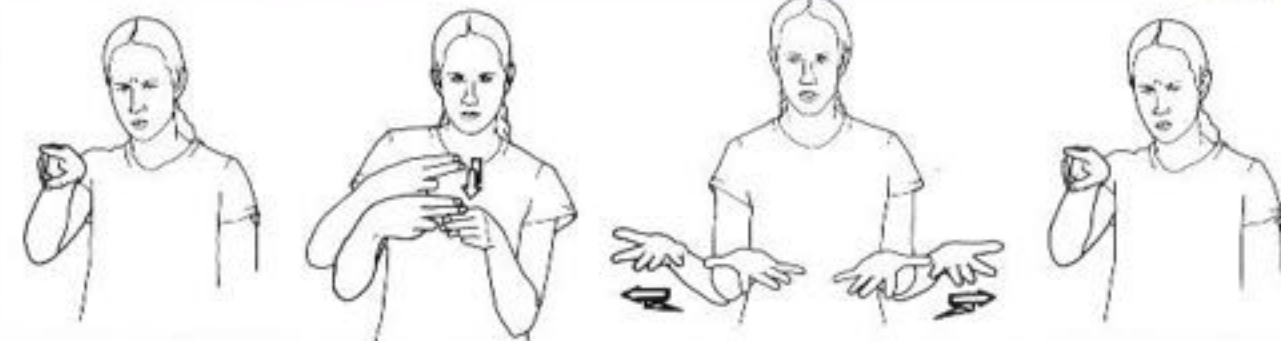
Always use a closing signal to complete a signed sentence.



ASL sentences lacking closing signals are incomplete.



## Names



What is your name?



My name is Kelly Boyd.

## Classroom Exercise **E**



Name



Last

1 Introduce yourself to your classmates, fingerspelling your complete name carefully.

2 Practice signing each sentence in ASL.

- |                                 |                              |
|---------------------------------|------------------------------|
| 1. <i>She is Nina Patel.</i>    | 6. <i>My name is ___?_</i>   |
| 2. <i>My name is Cheryl.</i>    | 7. <i>She is Erin.</i>       |
| 3. <i>He's Tyler Brophy.</i>    | 8. <i>His name is Jeff.</i>  |
| 4. <i>I'm Niki, he's Aaron.</i> | 9. <i>Her name is Lisa.</i>  |
| 5. <i>He's Luis Cortez.</i>     | 10. <i>Her name is ___?_</i> |

## Eyes on ASL #3

There is no such thing as a one-word answer or reply in American Sign Language.



When responding to a question or statement, one-word replies are incomplete.

## Deaf Culture Minute



Introductions in the Deaf community tend to include both first and last names. Often, new acquaintances know relatives or have friends in common. Many Deaf people have stories about meeting a friend of a friend in other cities, states, and even countries! How is this similar or different from your own community?

## Classroom Exercise **F**

1 What are their names? Provide each person's name in a complete ASL sentence, following the example.



2 What is your name? Ask classmates for their names. Fingerspell it back to make sure you're right.

3 First & last. Practice fingerspelling the first and last names of your classmates. Pause slightly between the first and last name.

## Introductions



I want to introduce my friend.



Her name is Lisa.

Introductions in the Deaf community vary depending on whether one is hearing or Deaf. If you are Deaf, background information like where one goes or went to school is exchanged. If you are hearing, then you will be introduced as a hearing person who knows or is learning American Sign Language. This exchange of information allows everybody to understand where he or she is coming from and reduces cultural misunderstandings. It is culturally appropriate to shake hands when meeting new people or greeting friends. Like many hearing people, Deaf friends often hug each other when saying hello and good-bye.

## Classroom Exercise **G**

1 Classroom introductions. Introduce two classmates to each other.

2 Introductions. Sign the following dialogues in pairs or groups of three as needed. Use deixis to sign "this."

### Dialogue 1

Student A. *Hi! How are you?*

Student B. *I'm fine. How are you?*

Student A. *I'm good. I'm Eric Morse.*

*I'm Deaf.*

Student B. *Hi, my name is Chris Sam. I'm hearing.*

### Dialogue 2

Student A. *What's up? How are you?*

Student B. *I'm busy. How are you?*

Student A. *Same old. I want you to meet my friend Cara.*

Student B. *Hi, Cara. How are you?*

Student C. *I'm fine. Nice to meet you.*

Vocabulary

Introductions



Deaf



Friend



Hard of hearing



Hearing



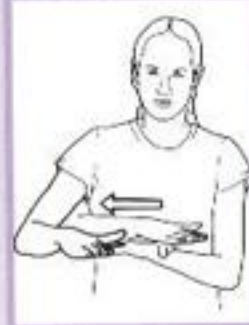
To introduce



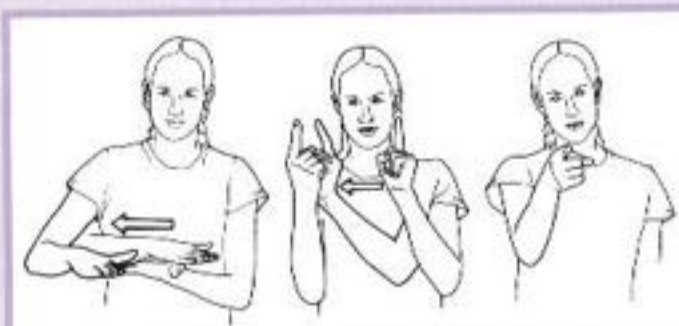
To meet



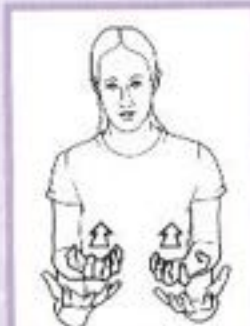
My



Nice



Nice to meet you



To want

Accent Steps

When fingerspelling your complete name, you don't need to sign *last name* between the first and last name. Just pause briefly and continue on!

**FYI** Use deixis instead of the sign *my* when signing "My name is..."

Classroom Exercise



Introducing a Friend

Dialogue. Practice signing the dialogue with a classmate. Answer the comprehension questions when done.



1 Comprehension. Answer each question in ASL.

- Who is Deaf? Who is hearing?
- Is Lisa a friend of Kris or Sean?
- Who introduced Lisa?

2 Sign the dialogue with a different partner.

**FYI** These blue segments show the completion of a thought or concept, like punctuation markers. When signing classroom or homework exercises, take a slight pause each time you see the blue marker.

## Deaf Culture **NOTE**



### Interacting with Deaf People

As a student of American Sign Language, learn how to interact with the Deaf community by becoming familiar with Deaf cultural behaviors that differ from the way you are used to doing things as a hearing person. One cultural behavior you've already learned is that it is considered rude to break eye contact when signing with Deaf people, which for most hearing people is often difficult. Think of how often you turn your head in the direction of sound and you can realize it will be a challenge to break this habit!

### GETTING ATTENTION

Getting the attention of a Deaf person is different from the way you interact with hearing people. Many hearing people tend to work harder than necessary to gain a Deaf individual's attention by wildly swinging their hands in the air, stomping on the floor, or flashing overhead lights in a strobe-like pattern. None of this is necessary! Gently tapping the Deaf person's shoulder or slightly waving a hand in his or her direction until you are noticed is the most effective and considerate way to get attention.



Shoulder tap



Handwave



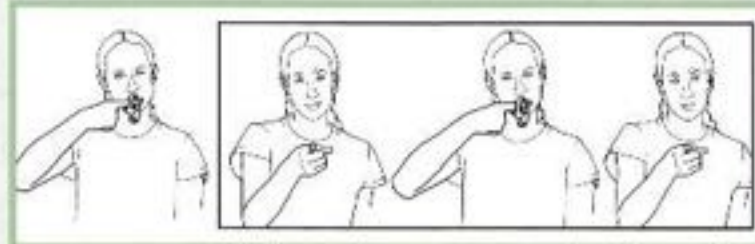
Turn off voice

### VOICES

Using your voice to talk to another hearing individual instead of signing when a Deaf person is near is considered rude. Develop the habit of always signing when you know a Deaf person is in the same room with you. This way, everybody has equal access to what is being communicated. If you must speak to a hearing person who doesn't know ASL, then tell your Deaf friend or teacher that first, before speaking. You may be surprised to learn that most Deaf people know when hearing people are talking, even if someone is whispering. How so? Remember, Deaf people rely on their vision far more than hearing people do! Your teacher may remind you to *turn off voice* if you're being rude in class.

## Classroom Exercise

**1** *Questions.* Use the Question-Maker with the vocabulary on the right to make a complete sentence.



**2** *Responses.* Use the signs *yes* or *no* in response to the same questions in Part 1. An example is provided.



**FYI** Slowly shake your head during sentences beginning with *no*.

## ASL Up Close



### The Question-Maker

Raising your eyebrows forms the **Question-Maker**, an expression that shows you are asking a question. Keep the eyebrows raised until you've completed signing the question. In the example, notice the only difference between a question and a comment is the facial expression. The signs themselves remain the same.



Question-Maker



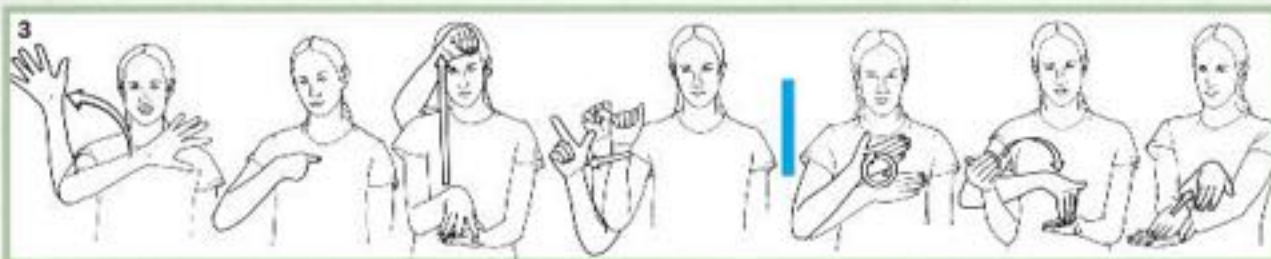
I'm going to the bathroom.



Am I going to the bathroom?

## Classroom Exercise **J**

- 1** *Community.* You are about to attend your first Deaf event. Practice how you would introduce yourself and explain you are learning ASL.
- 2** *Language differences.* Practice signing each sentence. When done, translate them into written English. What differences do you see between ASL and English?



### Accent Steps

Do you “talk” silently while signing? Some hearing people do this out of habit, and others think it helps Deaf people lipread. Only about 30% of the English language can be lipread. Deaf people lipread English, not American Sign Language, so don't mix the two. Sometimes a Deaf person will “talk” silently to help hearing people understand what is being signed, but don't with those who understand ASL. You will learn the role the lips have as part of the non-manual signals used in ASL. In the meantime, don't pronounce the English translation on your lips while signing!

## Vocabulary

## Making Conversation



American Sign Language



Bathroom



To go to



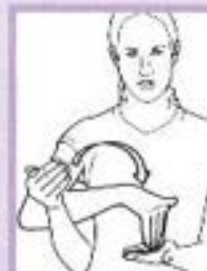
To learn



No



Please



Again, repeat

To sign,  
sign languageSlow,  
to slow down

Thank you



Yes

## Classroom Exercise **K**

- 1** *Making conversation.* Complete the sentence using appropriate vocabulary, and sign it to a classmate. Repeat when done.
  1. Hello, my name is \_\_\_\_\_.  
I'm learning \_\_\_\_\_.
  2. What is \_\_\_\_\_ name? Are you Deaf?
  3. Please \_\_\_\_\_ slowly.
  4. I want to meet \_\_\_\_\_. What is your name?
  5. I'm hearing. Are you?
- 2** *More conversation.* Fill in the blanks with appropriate vocabulary and sign it to a classmate. Repeat when done.
  1. Hi, what's up? Nice \_\_\_\_\_ you.
  2. Are you \_\_\_\_\_?
  3. \_\_\_\_\_ hearing. \_\_\_\_\_ learning ASL.
  4. Please \_\_\_\_\_ again.
  5. I \_\_\_\_\_ learn sign language.
- 3** *Dialogue.* Create a dialogue with a partner using vocabulary you've learned.

### Accent Steps

When you use deixis, look towards the area you're pointing to. This is called **eye gaze** and helps “hold” that location for the person or thing you're signing about.



## Classroom Exercise **L**

**1** *Asking questions.* Use the Question-Maker to ask a partner several questions. Be sure to respond in a complete sentence, including a closing signal. When done, switch roles and repeat the exercise.

Are you learning how to sign?



Yes, I'm learning how to sign. / Yes, I'm learning sign language.

1. Are you learning sign language?
2. Are you hearing?
3. Do you want to learn ASL?
4. Do you want to meet my friend?
5. Good morning. How are you?

**FYI** A widespread pet peeve in the Deaf community is someone who says *death* instead of *Deaf*, especially when they ask "Are you death?"

**2** *Correcting information.* Work with a partner and ask him or her each question. Your partner will respond according to the information in bold. Switch roles and repeat.

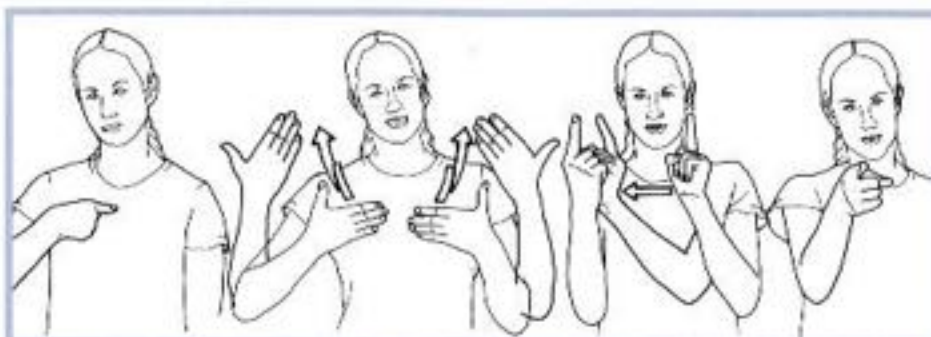
1. Is he/she paying attention? (**Yes, he/she is paying attention.**)
2. Are you sick? (**No, I'm fine.**)
3. Do they want to learn ASL? (**Yes, they want to learn sign language.**)
4. Are you sleepy? (**Yes, I am sleepy.**)
5. Are you Deaf? (**No, I am hearing.**)

**3** *Dialogue.* Work with a partner to make a dialogue about a hearing ASL student meeting a Deaf person.

## Homework Exercise **2**

- A Write a dialogue between two or more characters in which everybody is introduced. Use deixis, eye gaze, and the ASL vocabulary you've learned so far. Prepare to sign the dialogue with a partner.
- B Prepare to introduce yourself formally to your classmates in American Sign Language. Practice greeting signs and fingerspelling your name clearly.
- C Write assignments A or B in ASL gloss.

## Signing Good-bye



I'm happy to have met you!



Me too! I'll see you tomorrow.



Yes, tomorrow morning. Take care!



Good-bye!



The sign *good-bye* is a well-known way to say farewell. Signing *take care* is an informal way to say good-bye. Often, good-byes are never complete until plans are made for the next time friends will see each other again. Shaking hands and hugging is common. It is considered impolite and rude to leave a group of Deaf friends without saying good-bye to each person, which means farewells can take a long time!

Is this similar to how hearing people leave groups of friends?

**Good-bye.** Watch Marc and Kris sign farewell on your student DVD.

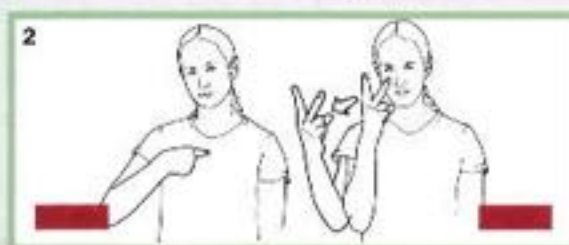
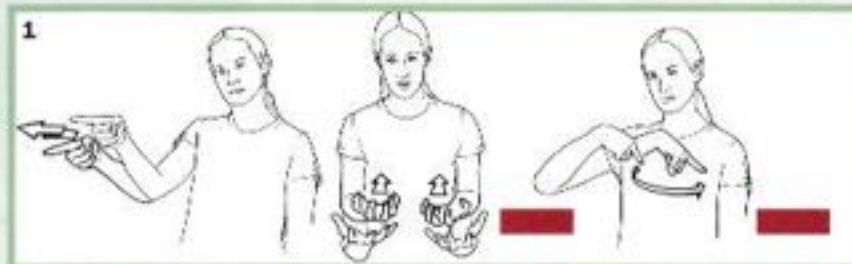


### Accent Steps

Don't add the separate sign for *you* when signing *see you later* or *see you tomorrow*.

## Classroom Exercise **M**

- 1 Farewells.** Practice signing good-bye with your classmates. When will you see them again?
- 2 Dialogue.** Create a dialogue with a partner that includes greetings, introductions, and farewells.
- 3 Conversation.** Complete each sentence with signs from the vocabulary section below.



## Vocabulary

### Farewells



Good-bye



Later



Me too, same here



To see, to see you



See you later



See you tomorrow



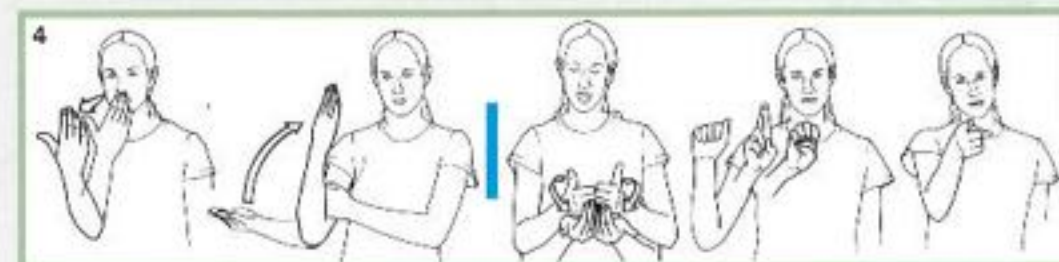
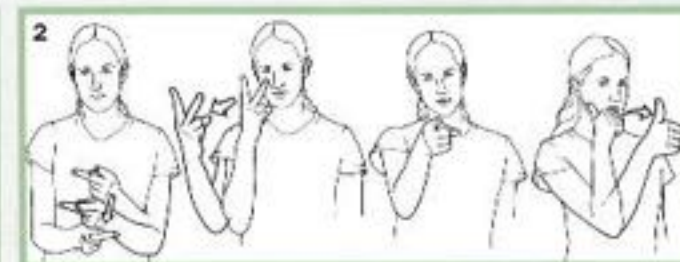
Take care



Tomorrow

## Classroom Exercise **N**

*Grammar review.* Can you spot the errors in each sentence? Identify the error and sign the corrected sentence.



## Homework Exercise **3**

- Practice signing three different ways of saying farewell with a friend. Practice the farewells until you sign them clearly.
- Create 5 incorrect ASL sentences, similar to those seen in Classroom Exercise N. Explain why each sentence is wrong and how to correct them.

## Focus: How do people learn

The majority of Deaf people are raised in families where deafness is not common. Approximately 10 percent of Deaf people have Deaf parents and grow up in families where American Sign Language is used daily. When these two populations came together at schools for the deaf, those who did not know sign language, learned from the Deaf children with Deaf parents. Often, the use of sign language was forbidden at schools for the deaf but the desire for a natural, visual language could not be suppressed. Many Deaf people can share stories of only being allowed to sign when class was not in session. Hearing people who learned ASL tended to be children of deaf adults or individuals who worked with the deaf.



**Suppressing the learning and use of sign language has taken many forms across the centuries.**

Courtesy: Signum Verlag



In the 1960s, ASL gained recognition as a unique language different from English. In the 1970s, schools for the Deaf began using ASL to teach their students and sign language classes for hearing people mushroomed across the United States. By the 1980s, the Deaf community was considered a cultural minority rather than a group of disabled persons, an important change based largely on the successful Deaf President Now movement at Gallaudet University, the world's only university for the Deaf. At the same time,

Deaf accomplishments in the arts, film, and television brought wider exposure to the Deaf community. By the

1990s, American Sign Language became the fastest growing language offered as a second or foreign language, a trend that continues today.

The best way to learn any language, including ASL, is to immerse yourself in the community where the language is used. Make Deaf friends and attend Deaf sporting, theatrical, and social events when invited. You will quickly realize there is a different "Deaf World" to learn about and participate in, provided you make the effort to sign. As a student learning ASL, it is up to you to learn the language and culture of the Deaf community. You can do this by being open-minded, practicing, and taking an interest in the Deaf community.



**The Deaf President Now movement is considered the breakthrough event that focused the world on the abilities, language, culture, and community of the Deaf.**

Courtesy: Gallaudet University

## American Sign Language?

As a student studying American Sign Language, the following principles will help prepare you to learn this challenging visual language. The most fundamental and essential point is to recognize and accept that American Sign Language is **not** English. ASL has its own grammar, structure, and nuances that are designed for the eye, not for the ear, unlike spoken languages. Remember that ASL makes visual sense and was developed to serve the language needs of a community of people who do not hear. Other considerations to keep in mind:

- One word in English can have many separate signs in ASL, depending on the concept. For example, the word "get" and "got" in the following sentences each uses a different sign.



To understand



To have



Shoulder tap

**Can you figure out which sign matches each sentence?**

1. Please get the book . . .
2. Please get him . . .
3. I don't get it . . .
4. I get tired . . .
5. I got home . . .
6. I've got it . . .



To arrive



To get something



To become

- Though it's a challenge, try not to translate word for word or sign by sign. Try to visualize the concept instead. Likewise, don't worry about not knowing specific signs for the particular English phrase you have in mind; try to communicate your concept by pointing, miming, and using other signs you know rather than fingerspelling the unknown term.
- Don't fall into the habit of "talking silently" or whispering while you sign. You will learn how ASL uses the lips as part of its grammar. Some students rely on lipreading rather than signing skills, a sure way to become frustrated since most of the English language cannot be lipread! Using ASL signs while talking or "mouthing" English is not ASL.
- As a beginning signer, you will naturally want to keep your eyes on the hands of the person who is signing. With exposure and practice you will learn to watch the signer's hands, face, and eyes nearly simultaneously. ASL is not only comprised of signs but also includes specific mouth movements and head shakes and nods. Eye contact informs the signer that you're paying attention!

Practice ASL and make Deaf friends and acquaintances in your community. Before long you'll be given the compliment, "You sign like a Deaf person!"

## I Want to Know . . .

### Where are all the “little” words like *is*, *to*, and *are*?

This question is often asked by beginning American Sign Language students. It is part of a much bigger question: Is ASL like English, except that it’s signed instead of spoken? The answer is no, not at all. Just as Japanese, Spanish, and Latin are not English, neither is ASL. All languages have different ways of putting words together into correct sentences. If you translate an English sentence word for word into any other language, or use ASL signs in English word order, the results don’t make sense. The **grammar** and **syntax** (the order in which words are put together) of ASL is different from English. ASL does not need separate “little” words because these words are *already included in each sign*.

For example, look at the sign *thank you*. Even though English requires two words to make sense (the **verb** “to thank” and the **object** “you”), ASL uses one sign that incorporates both the verb and the object. How so? Where does the *thank you* sign point toward? The object, or you. Still unsure? What would happen if you added the sign *you* to *thank you*? It would “look funny” and make as much sense in ASL as saying “thank you you” does in English! Take a look at the ASL sentence below. Its English translation is “My name is Kelly.” The sentence can be broken down and analyzed sign by sign:



Thank you

**Deixis** conveys the verb “to be” whether it’s a person or thing: I am, you are, it is, we are, they are.



I am



Named



Kelly

Because ASL is a “real” and separate language different from English, it is important that you learn how to use the language properly. This means respecting the language for how it is structured, instead of wondering why it isn’t like your own spoken language!

## Classroom Exercise



**1** *Little words I.* Sign each phrase or sentence in ASL.

- |                                  |                               |
|----------------------------------|-------------------------------|
| 1. <i>She is happy.</i>          | 4. <i>They are busy.</i>      |
| 2. <i>My name is ____.</i>       | 5. <i>____ is named ____.</i> |
| 3. <i>He wants to learn ASL.</i> | 6. <i>We are ____.</i>        |

**2** *Little words II.* Work with a partner to develop several sentences of your own similar to those in Part I.

## ASL Up Close



### Facial Expressions & Non-Manual Signals

One noticeable difference between American Sign Language and English is the use of facial expressions and non-manual signals. **Non-manual signals** (abbreviated NMS) are the various parts to a sign that are not signed on the hands. For example, ASL **adverbs** are made by the eyes and eyebrows, and ASL **adjectives** use the mouth, tongue, and lips. One important group of NMS are **facial expressions**, which convey your tone of “voice” while you sign. Your facial expressions should match the meaning and content of what you’re signing so if you’re signing *I am happy*, then look happy!

Why doesn't the example make sense?  
How can you make the sentence clearer?



Changing a facial expression modifies the *meaning* of the sign, even if the sign itself doesn’t change. Think of facial expressions as occupying positions on a scale, like the one shown below. Unlike English which uses separate words to describe related meanings, ASL uses related facial expressions with the **base meaning** of a sign.



No meaning



Not scared at all



Scared



Very scared



Terrified

## Classroom Exercise



**1** *Facial expressions.* Using one sign you know, how many different meanings can you make by changing facial expressions?

**2** *Comparisons.* Use the correct sign with various facial expressions to show the difference between each meaning.

- |   |   |
|---|---|
| 1. <i>I'm not afraid . . . afraid . . . terrified.</i>        | 6. <i>I'm not sad . . . sad . . . terribly sad.</i>         |
| 2. <i>I'm not busy . . . busy . . . overwhelmed.</i>          | 7. <i>I'm not tired . . . tired . . . exhausted.</i>        |
| 3. <i>I'm not bored . . . bored . . . incredibly bored.</i>   | 8. <i>I'm not excited . . . excited . . . enthusiastic.</i> |
| 4. <i>I'm not sick . . . sick . . . deathly ill.</i>          | 9. <i>I'm not angry . . . angry . . . furious.</i>          |
| 5. <i>I'm not stressed . . . stressed . . . stressed out.</i> | 10. <i>I'm not happy . . . happy . . . joyous.</i>          |

## Classroom Exercise **Q**

*Eyebrows and more!* As you make each facial expression, think about the meaning behind the face. When would you use it?

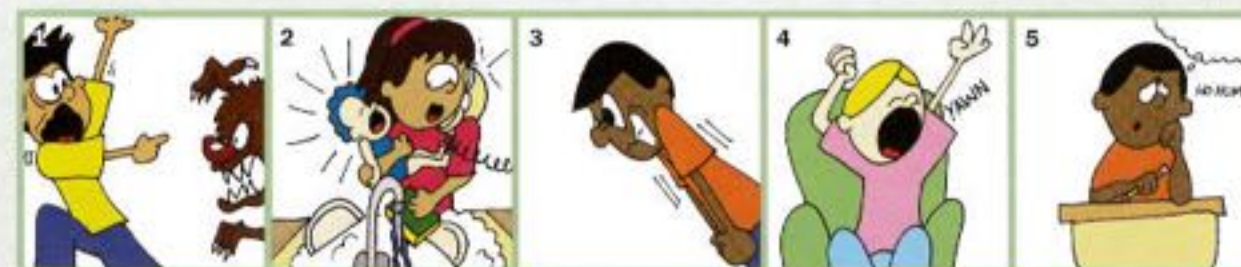


## Vocabulary Signing with Facial Expressions



## Classroom Exercise **R**

**1** *Using non-manuals.* What can you say about each illustration? An example is provided.



**2** *Matching.* Pair the vocabulary word with the NMS or facial expression that best matches.

- |               |           |          |             |          |
|---------------|-----------|----------|-------------|----------|
| 1. Blank face | 3. Sick   | 5. Happy | 7. Tired    | 9. Good  |
| 2. Sad        | 4. Afraid | 6. Bored | 8. Confused | 10. Busy |



## Accent Steps

It is normal to feel awkward or uncomfortable making facial expressions at first, but with practice you will become more confident and skilled. Without them you can't sign questions, show interest, or carry on a satisfying conversation. Think of learning facial expressions as a fun challenge!

## Using Non-Manual Signals

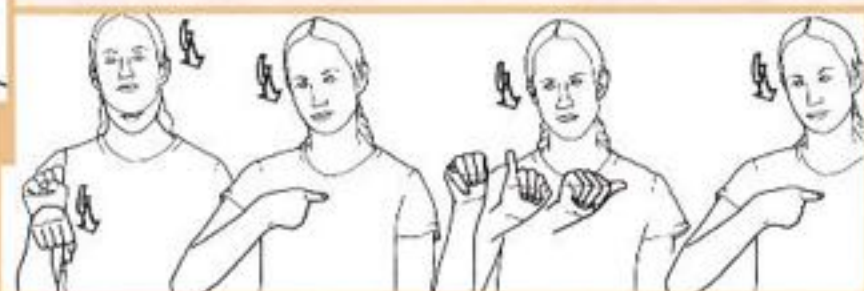


Head shake



Head nod

You have already begun using two important non-manual signals when you sign *yes* or *no*. These signs must be paired with two NMS called the **head nod** and the **head shake**. Use these non-manual signals when using *yes* or *no* or when you affirm or negate sentences. Gently nod or shake your head while signing your sentence instead of wildly exaggerating your head movement! Look at the examples to see how these NMS are used in ASL sentences.



Yes, I am Mia.



No, I'm not Deaf

## Homework Exercise

4

- A** Most people use some sort of facial expression in every language. What are three facial expressions you tend to use most often? When do you use these expressions? Prepare to show the facial expressions to your classmates.
- B** How many different meanings can you create by changing facial expressions with the signs *bored*, *fine*, *sad*, *sick*, *afraid*, and *excited*? Make a list of the meanings you develop and practice each facial expression.

## Classroom Exercise

S

**NMS.** Use the correct NMS while signing each sentence.

- I'm not Deaf. I'm hearing.*
- Yes, I'm learning how to sign.*
- I didn't go to the bathroom.*
- They aren't sick.*
- We're not busy.*

## Accent Steps

You don't need a separate sign for *don't* or *not*. Just use the head shake while signing the sentence.

## Classroom Exercise

T

**1** Q & A. Sign each sentence to a partner, who will respond using the information in bold. When done, switch roles and repeat the exercise.

- Can I go to the bathroom? (No, you can't.)*
- Do you understand the homework? (Yes, I understand the homework.)*
- I'm not Marie. I'm Pat. (I didn't understand. Please sign it again.)*
- I don't understand. Do you? (No, I don't understand.)*
- We don't know his/her name. (I know his/her name. He/she is \_\_\_\_.)*

**2** Dialogue. Work with a partner to sign the dialogue in ASL.

- Alan** Hi! My name is Alan. What's your name?  
**Holly** My name is Holly. Nice to meet you!  
**Alan** Are you Deaf?  
**Holly** No, I'm hearing. I'm learning ASL. Do you know how to sign?  
**Alan** Yes, I can sign.  
**Holly** Are you Deaf?  
**Alan** No, I'm not Deaf. I'm hearing. I sign okay. I want to sign well.  
**Holly** Me too! I want to understand ASL.  
**Alan** Do you want to meet me tomorrow morning?  
**Holly** Yeah! I'll see you tomorrow!  
**Alan** Good-bye!

**FYI**

Use *so-so* for okay, and *good* for well.

## Vocabulary

### Using NMS



Can, may



Can't, may not



Don't know



Don't like



Don't understand



I'm not, not me



To know



To like



To understand

## Classroom Exercise

# U

**1** Using NMS. Sign the phrase or sentence using the correct NMS.

- |                            |                               |
|----------------------------|-------------------------------|
| 1. I'm not absent.         | 4. I don't mind.              |
| 2. Not today.              | 5. We don't understand.       |
| 3. The homework isn't due. | 6. They don't like the movie. |

**2** More Q & A. Sign each sentence to a partner, who will respond using the information in bold. When done, switch roles and repeat the exercise.

- Do you want to go to a movie? (**Yes, tomorrow night.**)  
Do you like scary movies? (**So-so.**)  
My favorite movie is \_\_\_\_\_. Do you like it? ( ? )
- My friend is absent today. Do you know what's for homework? (**Yes, practice ASL.**)  
Is the homework due tomorrow? (**Yes, the homework is due tomorrow.**)  
Thank you! (**You're welcome.**)

## Eyes on ASL #4

When signing *yes*, nod your head; when signing *no*, shake your head.



Combining a sign and head shake negates the meaning from positive to negative.

**FYI** Practice also means exercise, as in "Exercise U."

## Vocabulary

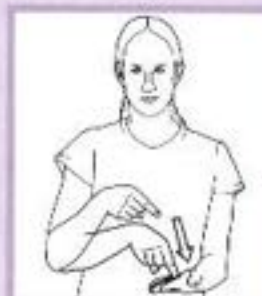
## Conversation



To be absent



I don't mind



Due, to owe



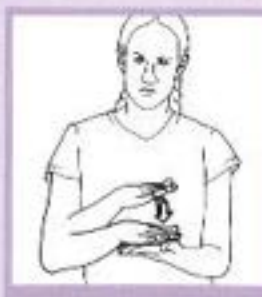
Favorite



Movie



To practice



School

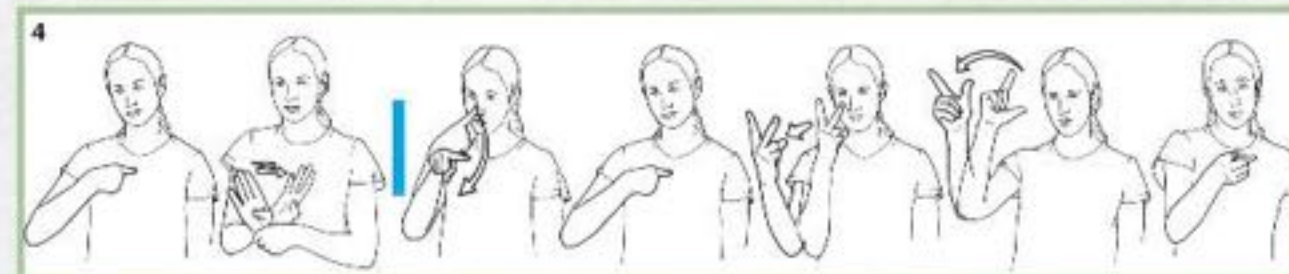
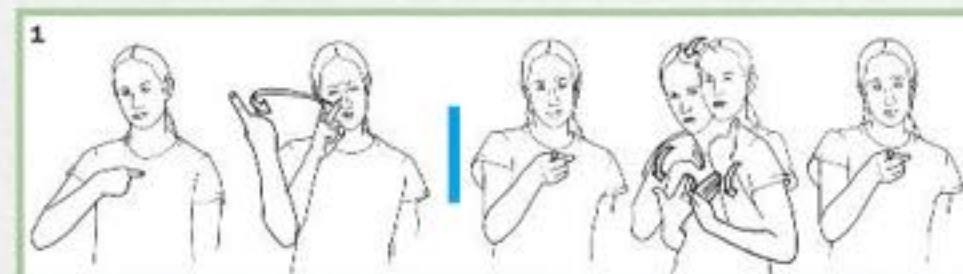


Today, now

## Classroom Exercise

# V

Asking & Answering Questions. Your partner will ask you a question. Respond in a complete ASL sentence. Switch roles and repeat when done.



## Classroom Exercise

W

1 **Contrasts.** A partner will sign the first sentence to you. Use the information in parentheses to sign a complete sentence in response.

1. *They don't know my name. (Yes, they do.)*
2. *He isn't paying attention. (No, he isn't. He doesn't have eye contact.)*
3. *Are you sick? (No, I'm not.)*
4. *I like learning ASL. (Me too.)*
5. *We're very busy today! (Yes, a lot of practice!)*

2 **Dialogue.** Work with a partner and create a dialogue using at least three of the following prompts.

1. *Exchange greetings and names*
2. *Ask if one is Deaf, hearing, or hard-of-hearing*
3. *Ask if one knows, or is learning, ASL*
4. *Ask where one goes to school*
5. *Ask a signer to slow down and repeat something*
6. *Say good-bye and state when you will meet again*

**FYI** Use a facial expression to sign "a lot of." What kind of face would show this meaning?

## Deaf Culture Minute



The best way to learn any language is to socialize with the people who use it. Go out and meet Deaf people in your local community. As you make friends and practice, you'll see your signing skills improve quickly!

## Accent Steps

If you use the Question-Maker with *I don't mind*, then it becomes a question: *Do you mind?*

## Homework Exercise

5

**A** Practice signing each sentence in ASL.

1. *I'm not Deaf, I'm hearing. Are you Deaf?*
2. *Sara is not absent today.*
3. *I don't understand you. Do you mind repeating?*
4. *He's very sick. He can't go to school today.*
5. *We didn't like the movie. We couldn't understand it!*

**B** Write five sentences in English using vocabulary you've learned so far that includes facial expressions and non-manual signals. Be ready to turn in the sentences.

**C** Write Classroom Exercise V in ASL gloss using your **Student Companion** for help.

## Journal Activities

- 1 What do you think being Deaf is like? What sorts of experiences do you think a Deaf individual would have? In what ways do you imagine being Deaf is different from your own life? How is it similar?
- 2 Write a reflection on the poem "Listen to Me." What is the author's point? What messages does she convey in the poem? What issues, concerns and frustrations does she allude to? What successes?

## Listen to Me

<i>I may not hear you, But I can listen, Listen to your hands, Your face and your eyes. All I ask of you Is that you do the same. Listen to the words That I want to tell. Look past hearing aids And see the real me. Look at what I can be Not what I cannot,</i>	<i>Heather Whitestone showed you That I can be beautiful. Marlee Matlin showed you That I can be in movies. Thomas Edison showed you That I can make history. Ludwig van Beethoven showed you That I can make music. Sir John Warcup Cornforth showed you That I can win the Nobel Prize. Konstantin Tsiolkovsky showed you That I can send rockets to the moon. Helen Keller showed you That I can overcome anything.</i>	<i>Now, let me show you That I can be a friend. I have things to tell you. Listen to me.</i>
---	--	--

— Tawnysha Lynch

- 3 What experience/s, if any, have you had with Deaf individuals? Describe the encounter/s, how you realized he or she was Deaf, and any thoughts or feelings you recall about the experience.

## http://Search

Search the web for more information:

- Marlee Matlin
- Thomas Edison
- Sir John Warcup Cornforth
- Heather Whitestone
- Ludwig van Beethoven
- Helen Keller
- Konstantin Tsiolkovsky



## Unit Two Vocabulary

Ask me (plural) . . . . .54	Important . . . . .66	to Turn off (lights) . . . . .45
to Ask . . . . .54	to Jump . . . . .45	to Turn on (lights) . . . . .45
Book . . . . .41	to Kick back, take it easy .59	Um, uh, well . . . . .61
to Chat, to hang out . . . . .59	to Mean . . . . .44	to be Unclear . . . . .44
Church . . . . .59	Monday (1-2) . . . . .57	to Walk to . . . . .47
to be Clear . . . . .44	Mosque . . . . .59	Warning . . . . .39
to Close (door) . . . . .45	to Move . . . . .41	Water, water fountain .66
to Correct, grade . . . . .50	to Need . . . . .41	Wednesday (1-2) . . . . .57
Day . . . . .61	NMS: WH-Face . . . . .42	Week . . . . .61
Deaf (alternate) . . . . .48	None . . . . .39	Weekend . . . . .61
Desk, table . . . . .41	Not, don't, doesn't . . . . .44	What . . . . .64
Do-Do . . . . .59	to Open (door) . . . . .45	When . . . . .64
to Eat, food . . . . .55	Paper . . . . .50	Where . . . . .64
to Enjoy, have fun . . . . .59	Party . . . . .47	Which . . . . .64
to Erase (board) . . . . .50	Pen, pencil . . . . .41	Who (1-3) . . . . .64
to Erase (paper) . . . . .50	Person (standing) . . . . .45	Why, because (1-3) . . . . .64
Every day . . . . .61	to Play sports . . . . .59	With . . . . .55
Excuse me . . . . .44	Question mark . . . . .54	to Work, job . . . . .61
to Explain . . . . .44	to Read . . . . .47	to Write . . . . .50
Friday (1-2) . . . . .57	to be Ready . . . . .55	to be Wrong, error . . . . .50
to Get better . . . . .66	Restaurant . . . . .55	Yesterday . . . . .59
to Get up, stand up . . . . .45	Saturday (1-2) . . . . .57	You ask me . . . . .54
to Get worse . . . . .66	to Sit down . . . . .45	You're welcome . . . . .44
to Give to . . . . .41	to Sleep . . . . .47	
to Grab . . . . .39	to Spot, see . . . . .50	
to Hand out . . . . .50	Student . . . . .50	
Help me . . . . .41	to Study . . . . .50	
Help you, I . . . . .41	Sunday . . . . .57	
to Help . . . . .41	Sure . . . . .41	
Home . . . . .47	Teacher . . . . .50	
to be Hungry . . . . .55	Temple . . . . .59	
I ask everybody . . . . .54	Test, exam (1-2) . . . . .50	
I ask you . . . . .54	Thursday (1-3) . . . . .57	
I walk . . . . .47	Tuesday (1-2) . . . . .57	

### Key Phrases

Don't do that . . . . .45
Explain it again . . . . .42
What are you doing? . . .59
What did you do? . . . . .59
What do you do? . . . . .59
What does it mean? . . .42
What is it? . . . . .65

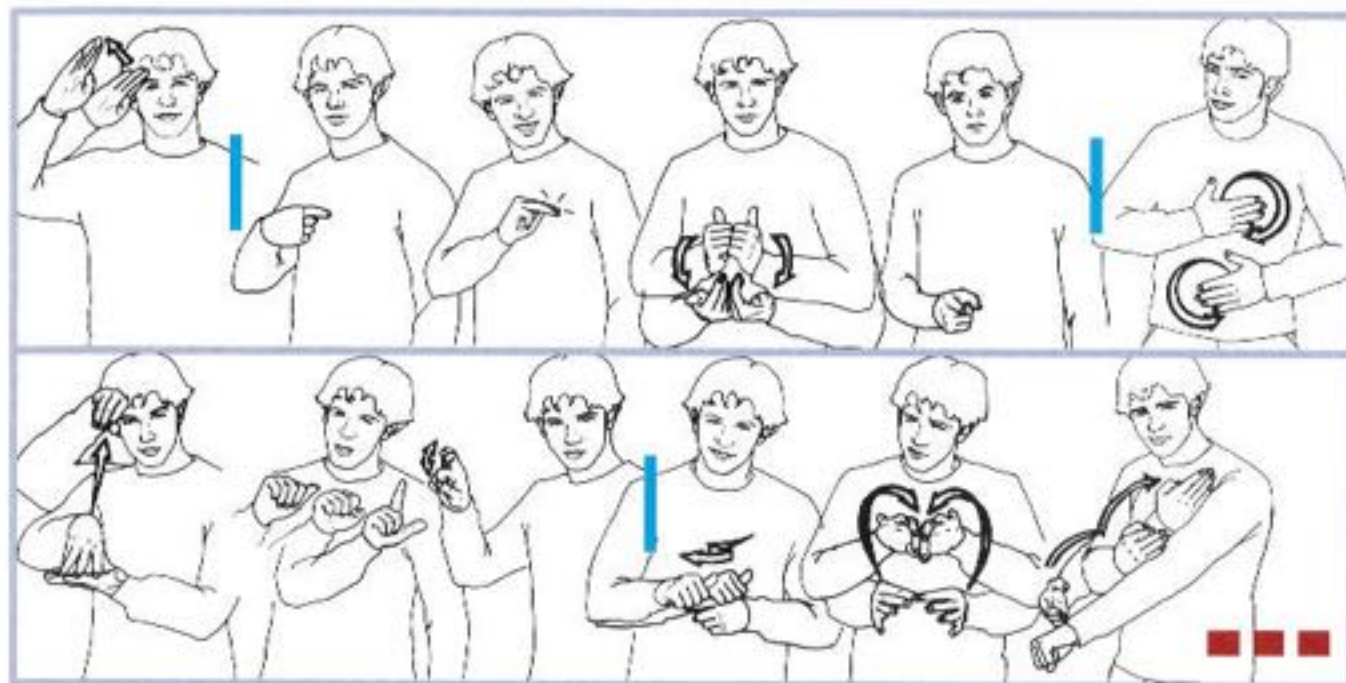


## My Advice

Hi, I'm Marc. How are you? Having fun learning ASL? Practice is important to get better. If you don't practice, you'll only get worse! Grab opportunities to chat in ASL with Deaf people, but here's a warning: If you're in a restaurant and see Deaf people and want to practice, think again!



**My Advice** Watch Marc sign in full motion on your student DVD.



## Vocabulary

### My Advice

Other new vocabulary seen in the narrative is presented throughout Unit 2.



**To grab**

Literally meaning *grab*, use the sign when talking about sudden opportunities.



**None**

Related to *nothing*, *none* is more emphatic.



**Warning**

Use this sign to say *watch out*.

## Did you know?

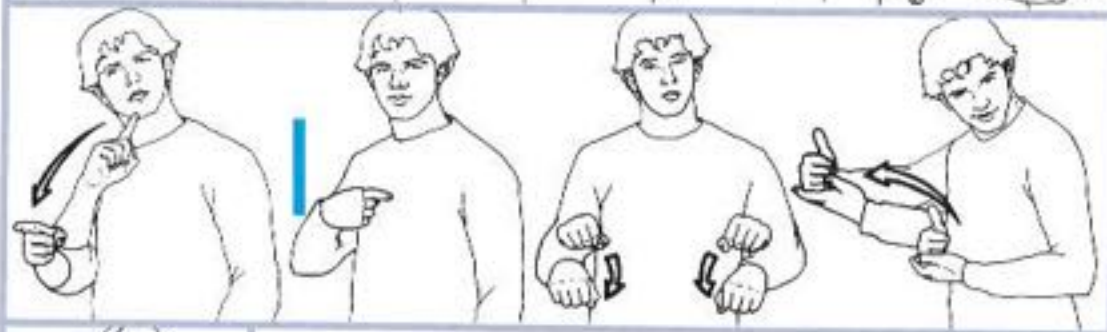
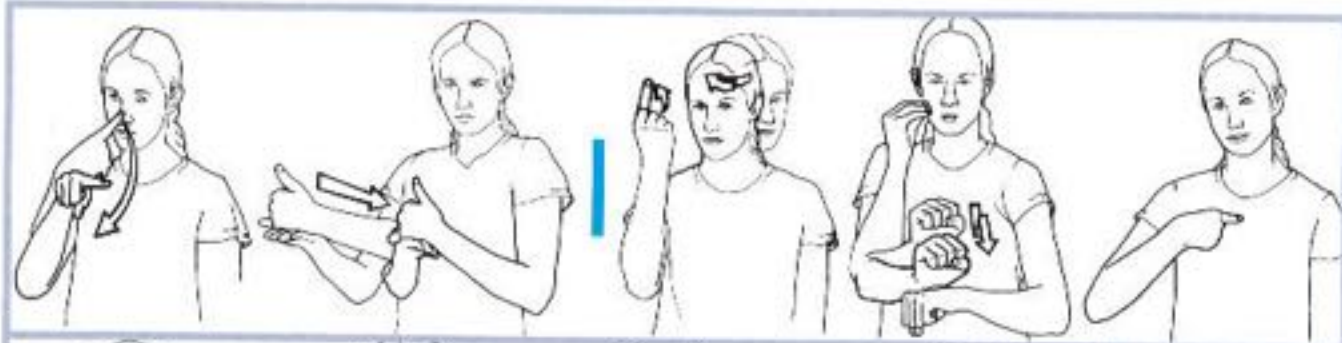
ASL students are often eager to practice ASL with Deaf people, who are generally willing to say hello to students. However, there is a time and place for ASL tutorials so be respectful and use common sense. A frequent experience is an ASL student approaching a couple dining in a restaurant and starting a conversation out of the blue!

## Asking For Help

The meanings of some signs in ASL change depending on the way the signs are moved. For example, the sign *help* can mean *I help you* or *You help me* if the movement is towards the signer or someone else. This feature of ASL is called **directionality**. You need to memorize which ASL signs are directional to use them correctly. Here's a hint: If you want to sign something being done to, for, or with you, then the sign tends to be directional.

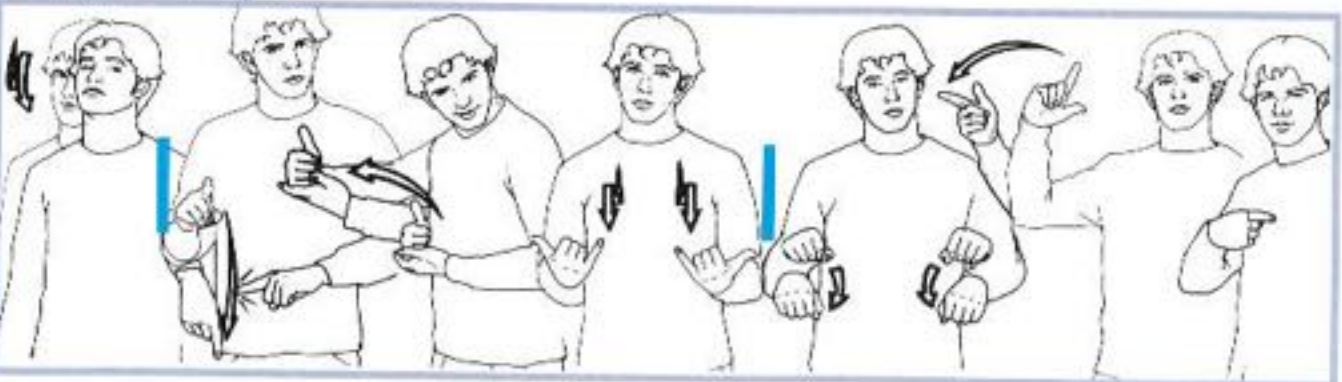


**I Have a Question** Watch Marc and Kris on your student DVD.



### Dialogue Translation

**Kris:** *Do you mind helping me? I don't understand the homework.*  
**Marc:** *Sure, I can help you.*  
**Kris:** *Thanks!*  
**Marc:** *You're welcome. I can't help you right now, though I can later.*



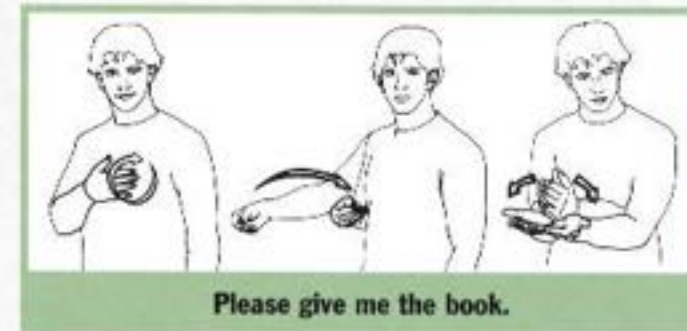
## Classroom Exercise **A**

**1 Help & Directionality.** Use the correct form of *help* in each sentence.

1. Please help me.
2. I can help you.
3. He/she can help you.
4. Help us.
5. Help them.
6. You help ?

**2 Using directionality.** The signs *give to*, *help*, and *move* are directional. How should the signs be altered in each sentence? An example is provided.

1. Help me move the table.
2. Please give her the book.
3. Can you give me a pencil?
4. We don't want help.
5. I need to give you my pen.
6. Move the desk over there.
7. She is helping me move tomorrow.
8. Give me my book.
9. Give ? my ?
10. Help ?



**FYI** You don't need to add *me* when using directionality. It's already included in the sign!

## Vocabulary

## Directionality



Book



Desk, table



To give to



To help (general)



Help me



I help you



To move



To need



Pen, pencil



Sure

## ASL Up Close



WH-Face



### The WH-Face

Knowing how to ask for help is important in any language. In ASL, two key phrases are *mean what* and *explain again*. Both phrases use a specific non-manual signal called the WH-Face that closely resembles the Question-Maker (see page 15). You have used the WH-Face to ask *What is your name?* Use the WH-Face instead of the Question-Maker when you are uncertain, unclear, or asking a question using the signs *who, what, where, when, why* (see page 64). Use culturally-appropriate techniques to interrupt or gain attention, or raise your hand in class. Make sure you have eye contact before asking for clarification. The examples below show how the WH-Face is used to ask for help.



What does it mean?



Explain it again.

## Classroom Exercise



- 1** *The WH-Face.* Practice the phrases with a partner. How is the WH-Face made?
  1. *What does it mean?*
  2. *Explain it again.*
  3. *What's your name?*
  4. *I don't understand.*
- 2** *Faces.* Decide whether the Question-Maker or the WH-Face best matches the sentence, and sign it to a partner. When done, switch roles and repeat the exercise.
  1. *Is his name Todd?*
  2. *What's your name?*
  3. *Do you understand?*
  4. *No, I don't understand.*
  5. *Do you mind helping me?*
  6. *What does it mean? Can you explain it again?*
- 3** *Asking questions.* Work with a partner and create four sentences using the WH-Face and Question-Maker. What differences do the faces show?

## Classroom Exercise



- 1** *I don't understand.* Sign the dialogue between Marc and Kris. When done, respond to the comprehension questions.



### Deaf Culture Minute

What is the ASL sign for *You're welcome*? You can sign *thank you* back to the person who thanked you, or nod your head and smile. Nodding is more casual and should be used with friends and family. Seem strange? It's different than English, but not so strange. Many languages say *you're welcome* this way.



## Classroom Exercise (continued)

- 2** *Comprehension.* Work with a partner to sign and answer the comprehension questions.
1. What sign didn't Kris understand?
  2. What does it mean?
  3. Did Marc explain the meaning to Kris?
  4. How did each person say thank you?
- 3** *Dialogue.* Create a dialogue with a partner in which an ASL student asks someone to explain what a sign means. Use complete ASL sentences and non-manual signals.
- 4** *Asking for help.* Work with a partner to sign each sentence in ASL before signing the complete dialogue.

**Student A** Excuse me. Can you help me?

**Student B** Sure! Are you unclear about something?

**Student A** Yes, I'm unclear. I don't understand the sign "confused."

**Student B** The sign "confused" means you don't understand clear.

**Student A** I understand. I need to practice!

**Student B** I can help you practice. Do you want to practice today?

**Student A** I'm not sure I can. Can I meet you tomorrow?

**Student B** Sure!

**Student A** Good. I'll see you tomorrow. Good-bye!

**Student B** Take care!

### Accent Steps

Use the sign *unclear* for phrases like *I don't really understand, I don't get it, or Is something not clear?*

## Vocabulary

## Helpful Signs



To be clear



Excuse me



To explain



To mean



Not, don't, doesn't



To be unclear



You're welcome

**FYI** Don't add *me* to the sign *excuse me*. Doing so is redundant.

## I Want to Know . . .

### Isn't ASL just gestures or making "pictures" in the air?

Some people believe ASL is a simple language of gestures like *don't do that*. Using some gestures does not make ASL any less of a language than English, which also uses gestures. Can you think of gestures or signs that ASL and English have in common? Some signs resemble the meaning behind the sign (like *book*). These are called **iconic signs**, but most signs are not iconic. How many iconic signs do you know compared to non-iconic signs?



Don't do that

How are the signs *door* and *lights* iconic? Can you think of the sign for *window* using the same handshake as *door*?



To close (door)



To open (door)



To turn on (lights)



To turn off (lights)

The signs below are related to each other. Are they iconic? Why or why not?



Person (standing)



To get up, stand up



To jump



To sit down

## Homework Exercise 1

- A** How would you use each expression in a sentence? Explain what meaning you think the expressions convey, and practice signing a complete ASL sentence for each.



- B** Practice signing three sentences using the WH-Face. Make sure your eyebrows are noticeable!

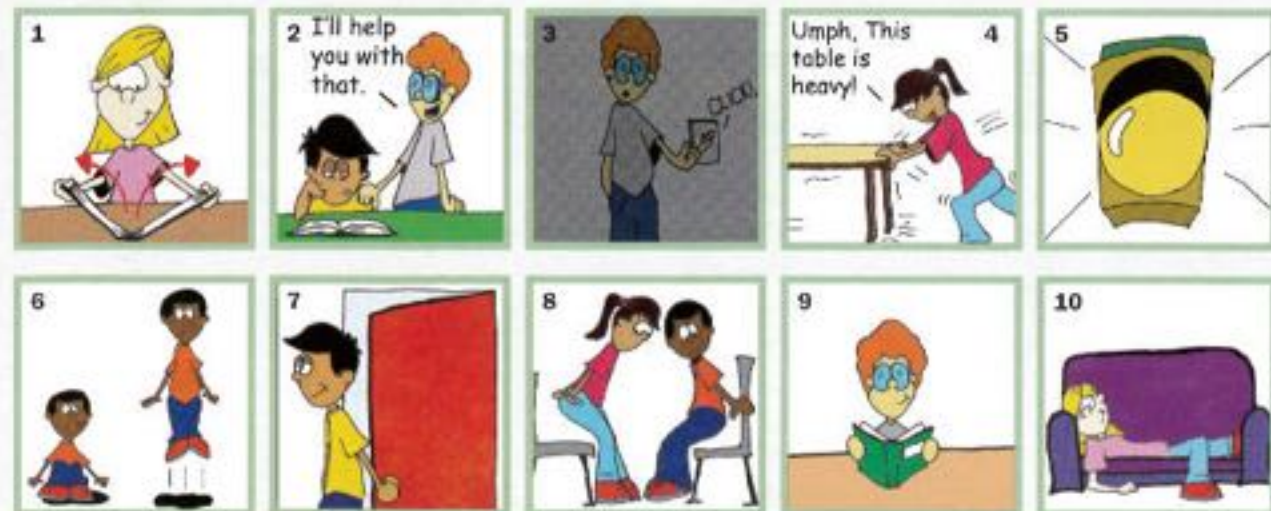
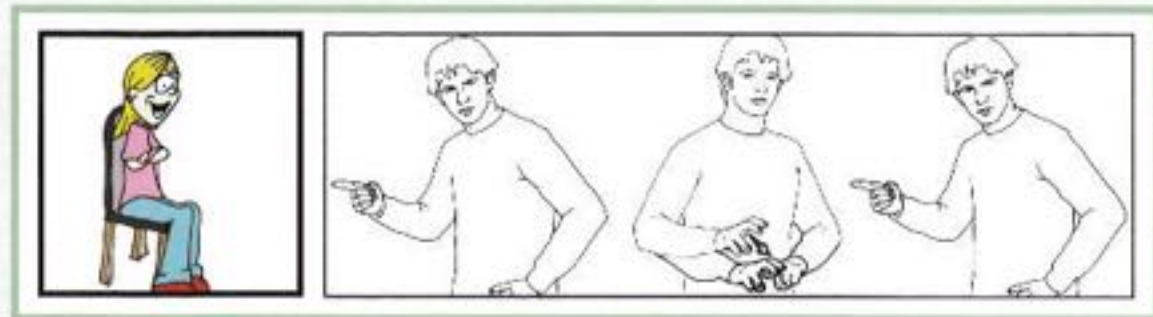
## Classroom Exercise **D**

**1** *Asking questions.* Ask a partner the following questions in ASL. When done, switch roles and repeat the exercise. Remember to answer questions in a complete sentence, following the example.



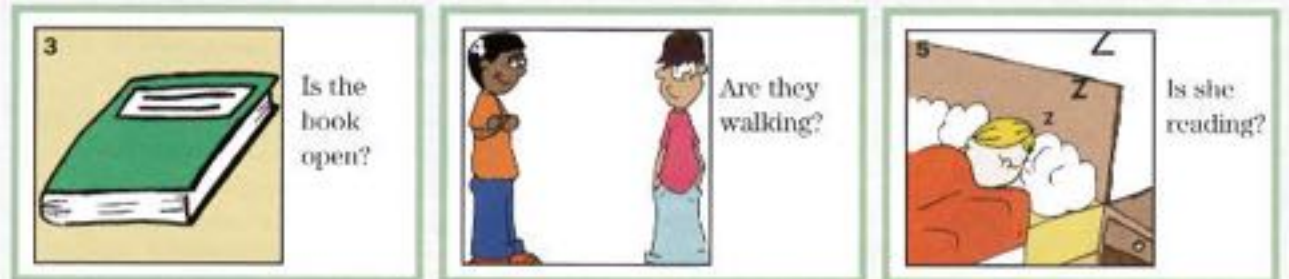
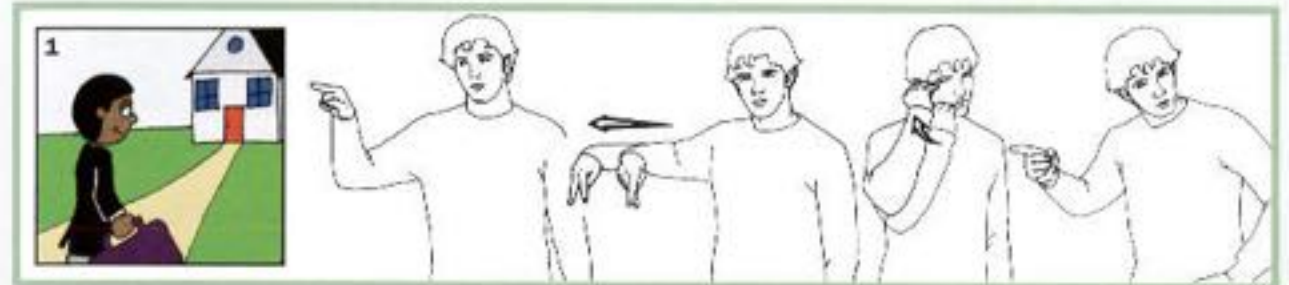
- |                                  |                                      |
|----------------------------------|--------------------------------------|
| 1. Are you learning ASL?         | 5. Do you want to study tomorrow?    |
| 2. Do you understand me?         | 6. Are you sitting down?             |
| 3. Do you mind opening the door? | 7. Are you going to a party tonight? |
| 4. I'm tired. Are you?           | 8. What's for homework?              |

**2** *What are they doing?* Explain in a complete ASL sentence what you see in the illustration. An example is provided.



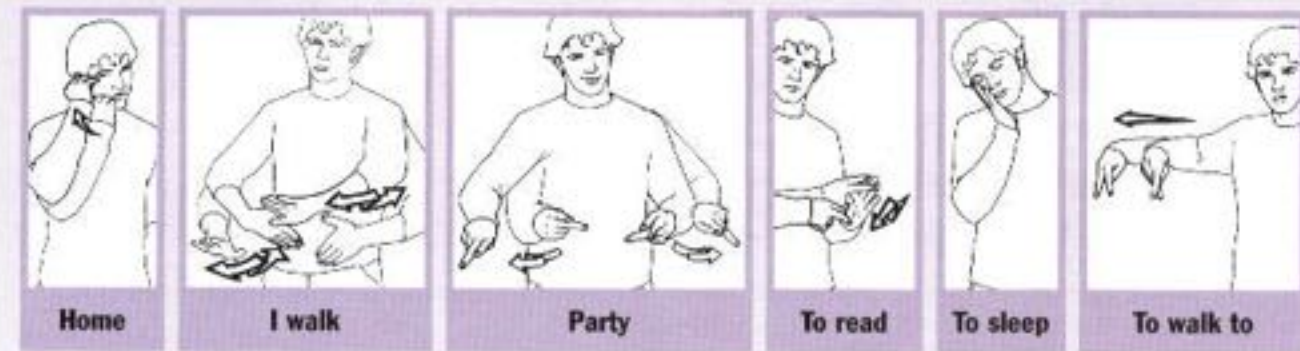
## Classroom Exercise **E**

*Yes or no?* Your partner will respond affirmatively or negatively to the question asked based on the illustration. When done, switch roles and repeat the exercise.



## Vocabulary

## Activities



## Deaf Culture **NOTE**

### Labels and identity

Minority groups are often labeled by the larger, surrounding community who are uninterested in how the group identifies itself. This is especially true with individuals considered disabled or handicapped. The Deaf community has been labeled “deaf-and-dumb” and “deaf-mute” in addition to handicapped, disabled, or abnormal. Over the years the Deaf community has worked to educate hearing people about the negative connotations of many labels, preferring that a positive view of deafness and Deaf culture be respected.



International symbol of deafness

~~Deaf and dumb~~

~~Deaf mute~~

~~Hearing impaired~~

~~Hard of hearing~~

**Deaf**

**Deaf culture**

You may have seen the term **hearing impaired** on TV or other media referring to deafness. Many people in the Deaf community prefer to sign *deaf* instead of *hearing-impaired* due to the negative connotations of “impaired” and “broken.” Strangely, hearing people consider this term more polite than saying “Deaf.” Deaf people are proud to be Deaf, and prefer to be called Deaf!

**Hard-of-hearing** refers to those individuals who have some degree of deafness and can use a spoken language, though hearing and speech skills vary from person to person. Many hard-of-hearing people consider themselves to be culturally Deaf, meaning they fully participate in the Deaf community.



Deaf (alternate)

Deaf people form a cultural and linguistic minority whose language and experiences are unique. When a group of people who share a language and come together to offer mutual support in pursuit of common goals and interests, a **community** is formed. Over time, a culture develops from this community. **Deaf culture** is the shared experience of deaf people that has its own values, social norms (ways of doing things), a unique history, and a rich tradition of storytelling and poetry passed from generation to generation. The common bond in Deaf culture is the experience of being deaf and the use of American Sign Language.

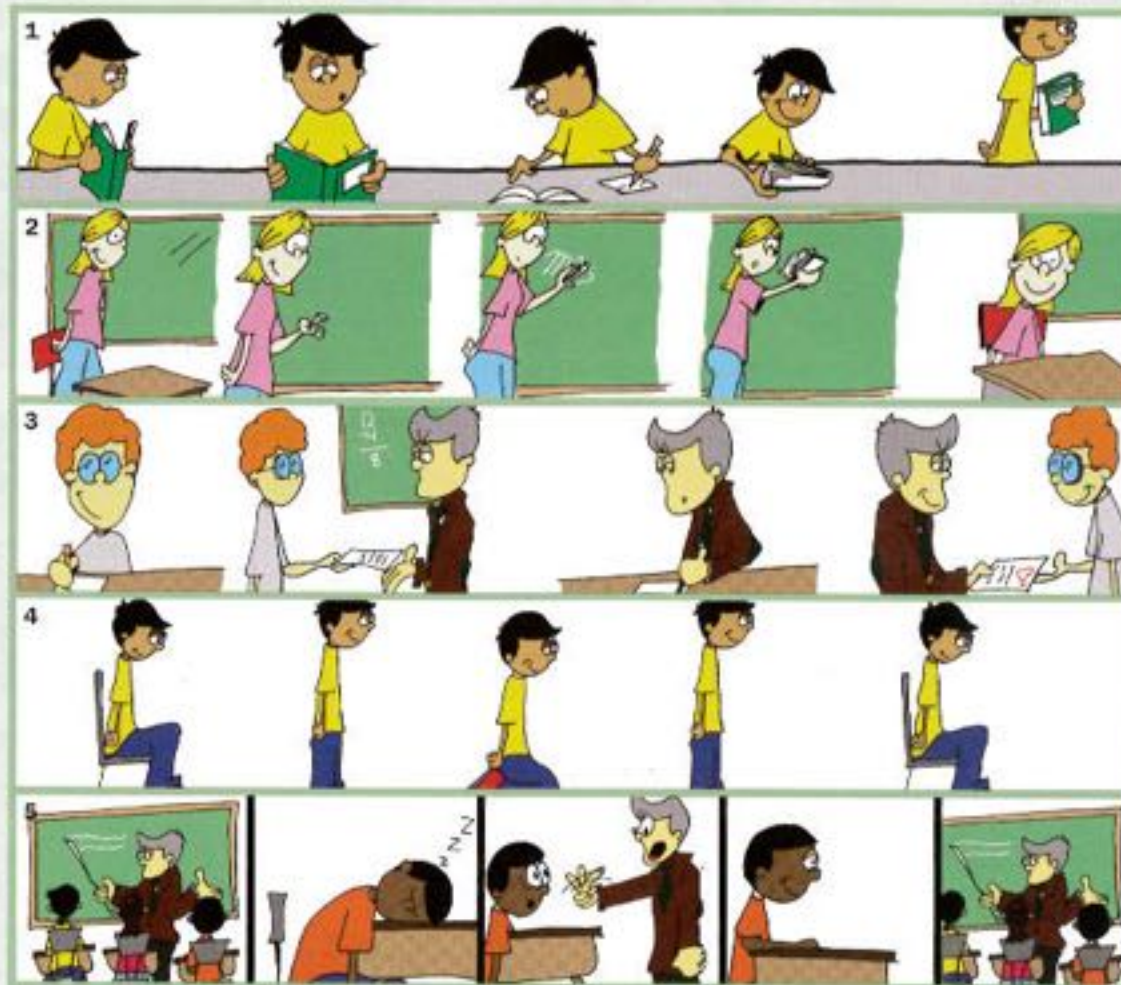
The sign on the left is an older sign for *deaf*, still seen occasionally by older signers or in formal situations. Analyze the sign closely: Do you understand why it means *deaf*?

## Accent Steps

Non-manual signals (NMS) like the head shake and eyebrows must be clear and obvious for the meaning to be understood. Make sure your NMS are visible on your face.

## Classroom Exercise **F**

- 1 **What are they doing?** Based on the illustrations, explain what each person is doing in a complete ASL sentence. An example is provided.



- 2 **Giving requests.** Ask a partner to do three specific tasks using vocabulary you've learned so far. Some ideas are provided for you. When done, switch roles and repeat the exercise.

1. *write your name on the board, then erase it*
2. *open or close the door*
3. *stand up or sit down*
4. *move your desk*

## Vocabulary

### In the Classroom



To correct, to grade



To erase (a board)



To erase (on paper)

#### Why do you think?

... there are two different signs for *erase*?



To hand out



Paper



To spot, to see



To study



Student



Teacher



Test, exam



To write



To be wrong, error

## Accent Steps

Have you noticed differences between signs in **Master ASL!** and those your teacher uses? Maybe a Deaf person has taught you some signs that closely resemble the signs you've learned in this book but aren't the same. As you meet Deaf people you will encounter slight differences between signs, called **variations**. There are certain signs that vary from region to region, with some differences more well-known than others. In many ways, these sign variations resemble regional differences in spoken languages: Do you say *soda*, *pop*, or *cola*? The answer depends on where you live and your own preference. The same variation between signs is seen in ASL. Be sure to use the sign variation preferred by your local Deaf community unless you want to sign with an accent!



Two variants on the sign test

## Classroom Exercise

G

The highs and lows of eyebrows. Practice each facial expression, paying attention to the eyebrows and mouth.



## Classroom Exercise

H

Conversations with the teacher. Sign each sentence to a partner, who will respond with the information in bold. Switch roles and repeat when done.

1. Do you want a test today? (**No, we want the test tomorrow.**)
2. Do you know the ASL teacher's name? (**Yes, it's \_\_\_\_.**)
3. Are you an ASL student? (**Yes, I am learning ASL.**)
4. I'm not an ASL student. (**No, you are the ASL teacher.**)

## Homework Exercise

2

- A What is your ASL teacher's name? Practice introducing him or her to a friend of yours. Is your teacher Deaf or hearing? What can you say about your teacher?
- B Change the meaning of each sentence below from the affirmative to the negative using *no* and *not*.
- C Write a translation of each of the following sentences into ASL gloss.



## Focus: What is deafness?

What does the word “deaf” mean to you? Is the definition as simple as “someone who can’t hear”? Read the American Heritage Dictionary’s definition of “deaf” and compare it to your own. What differences do you see?

### deaf

*adj.* **deaf-er, deaf-est**

Partially or completely lacking in the sense of hearing.

**Deaf** or relating to the Deaf or their culture.

Unwilling or refusing to listen; heedless: was deaf to our objections.

*n.* (used with a pl. verb)

Deaf people considered as a group. Used with the.

**Deaf** The community of deaf people who use American Sign Language as a primary means of communication. Used with the.

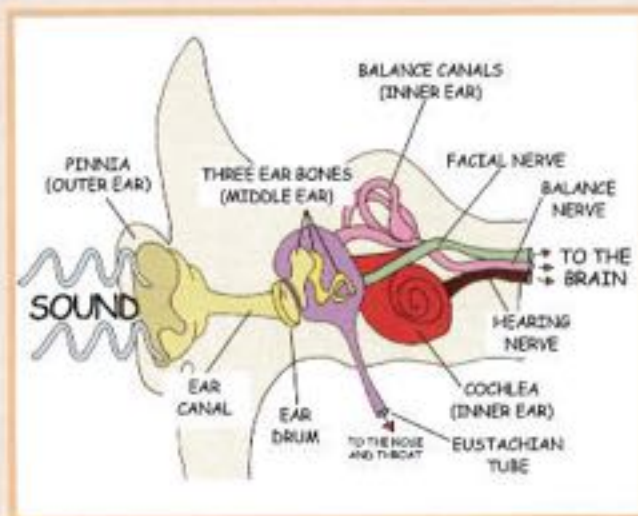
**deafly** *adv.*

**deafness** *n.*

**Usage Note:** The rise of the Deaf Pride movement in the 1980s has introduced a distinction between *deaf* and *Deaf*, with the capitalized form used specifically in referring to deaf persons belonging to the community also known as *Deaf culture* that has formed around the use of American Sign Language as the preferred means of communication. The issue of capitalization is different with *deaf* than it is for a term such as *black*. In the case of *black*, the decision whether or not to capitalize is essentially a matter of personal or political preference, while with *deaf* the capitalized and uncapitalized forms differ in meaning as well as style. Only persons who are self-identified as belonging to Deaf culture are appropriately referred to as *Deaf*.

The American Heritage® Dictionary of the English Language, Fourth Edition  
Copyright © 2000 by Houghton Mifflin Company. Published by Houghton Mifflin Company.  
All rights reserved.

As you can see, the American Heritage Dictionary has two major definitions for the word *deaf*. One refers to the sense of hearing, and the other focuses on a group of people and their culture. The first perspective is called the **pathological** or **medical model**, meaning the focus of attention is on the “broken” ear that affects how much one does or does not hear. The emphasis of the medical definition of deafness is to cure those who are deaf and make them “normal.” Deafness may be caused by illness, heredity, damage from exposure to loud noise, or age, and may occur from damage in the inner, middle, and outer areas of the ear. Look at the diagram for a closer look at the various parts of the ear.



## What is Deaf Culture?

The second perspective of the word *deaf* is a cultural point of view in which deafness is considered to influence a unique way of life. In this **cultural model**, deafness is not considered to be an overwhelming handicap or disability but instead is part of one’s identity. Because deafness in this context is an accepted — and positive — way of life for a large group of people, Deaf is capitalized to distinguish those persons who are deaf and use American Sign Language from the medical model. In other words, deaf individuals who use American Sign Language, identify themselves as part of the deaf community, and are proud to be deaf are Deaf!

While many Deaf people use hearing aids or other technological equipment to improve their hearing or perception of sound, most Deaf individuals do not feel the need to be fixed or cured. Many Deaf people are proud to be deaf and of their achievements and successes despite not hearing. The Deaf culture has responded to and adapted to the needs of the “hearing world,” a world that respects the Deaf community more than ever.



Road Signs (1996), Ann Silver.  
Reproduced by permission of artist

Now that you understand the difference between Deaf and deaf, it is important to understand the meaning of **culture**. As defined by the American Heritage Dictionary, culture refers to the beliefs, behavior patterns, social organizations, and products of a particular group of people. While Deaf culture is comprised of people from all races, ethnicities, and backgrounds, the common and unifying trait is deafness and the use of American Sign Language. From this bond and the needs for mutual support, developed a community sharing goals, ideals and expectations, a rich body of literature and the arts, and a way of living that celebrates deafness as a fulfilling way of life. This way of life is called **Deaf culture**.

### culture

*n., v.*

The totality of socially transmitted behavior patterns, arts, beliefs, institutions, and all other products of human work and thought. These patterns, traits, and products considered as the expression of a particular period, class, community, or population: *Edwardian culture*; *Japanese culture*; *the culture of poverty*. These patterns, traits, and products considered with respect to a particular category, such as a field, subject, or mode of expression: *religious culture in the Middle Ages*; *musical culture*; *oral culture*.

The predominating attitudes and behavior that characterize the functioning of a group or organization.  
*n.* 1: a particular civilization at a particular stage 2: the tastes in art and manners that are favored by a social group 3: all the knowledge and values shared by a society.

Often, hearing people wonder whether the Deaf community has a “real” culture of its own. As you begin your study of ASL, you may be surprised by the depth and breadth of this culture, often called the **Deaf World**. Look at the painting by the noted Deaf artist Ann Silver. Her artwork is highly regarded for depicting the Deaf perspective, highlighting the visually-based culture that is often at odds with the hearing world. The Deaf perspective offers a different way of looking at things considered “normal” by hearing people. Are you ready and willing to look at the hearing and Deaf worlds differently?



# ASL Up Close



## The Signed Question Mark

Each of the signs below shares more than just the same basic handshape: A question is being asked or in the case of *test*, several questions. In many ways, this handshape is a signed question mark. The signed question mark does not replace the Question-Maker. It is used to emphasize that a question has been asked and that the signer expects a response.



Question Mark



Did you turn off the lights?



Ask him / her, not me.



To ask

The sign to ask is directional and follows the rules of directionality, as seen in the examples. The sign *ask me* (plural) means *Do you have any questions?* if paired with the Question-Maker.



I ask you



You ask me



I ask everybody



Ask me (plural)

## Classroom Exercise

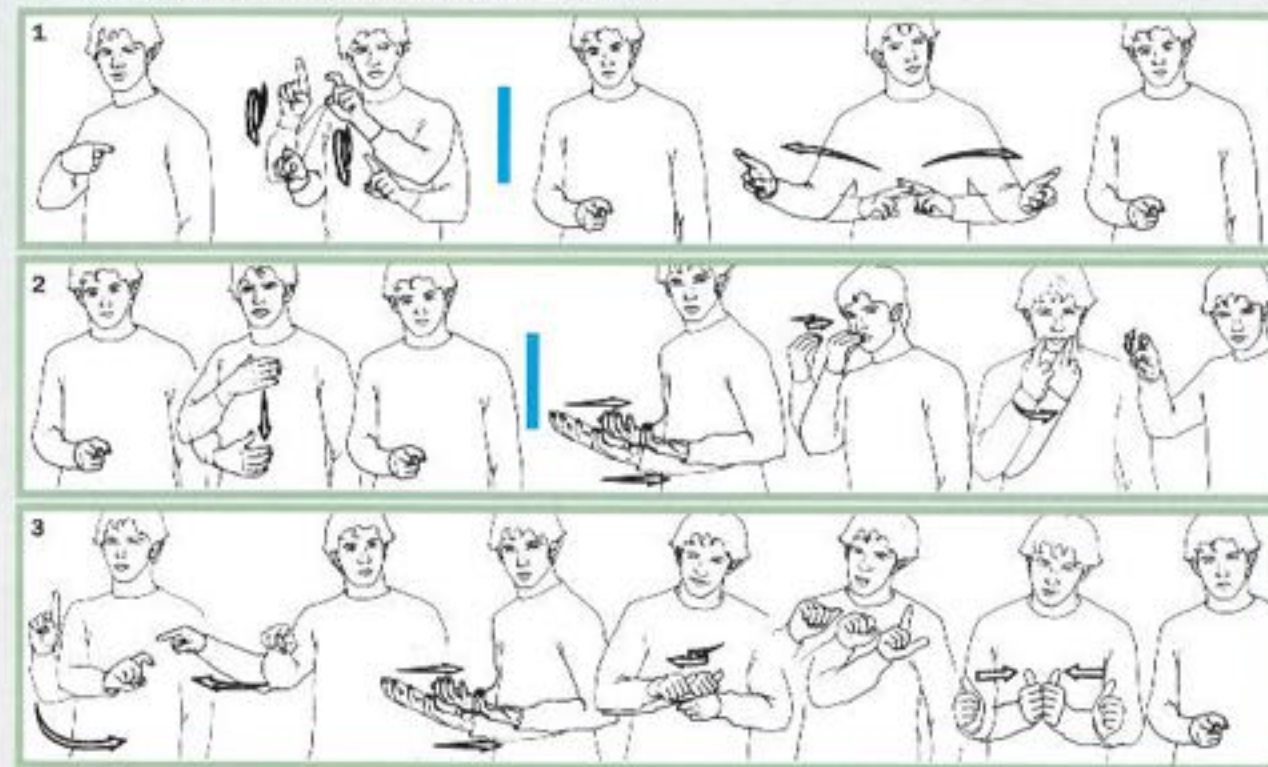
1 Ask. Sign the correct form of *to ask*.

- |                        |                                  |                          |
|------------------------|----------------------------------|--------------------------|
| 1. <i>Ask me.</i>      | 4. <i>He / she asked you.</i>    | 7. <i>Don't ask me.</i>  |
| 2. <i>I ask you.</i>   | 5. <i>Any questions?</i>         | 8. <i>Ask him / her.</i> |
| 3. <i>They ask me.</i> | 6. <i>We ask many questions.</i> |                          |

2 Who am I asking? Sign each sentence using the correct form of *to ask*.

- |                                     |  |      |
|-------------------------------------|--|------|
| 1. <i>Ask him to open the door.</i> | 3. <i>Sean asked Kris to help him.</i>     | 5. ? |
| 2. <i>Ask me later.</i>             | 4. <i>I asked everybody "How are you?"</i> |      |

3 Using "ask" in conversation. Sign the following questions to a partner who will respond in ASL. When done, switch roles and repeat the exercise.



## Vocabulary

### Making Conversation



To eat, food



To be hungry



To be ready



Restaurant

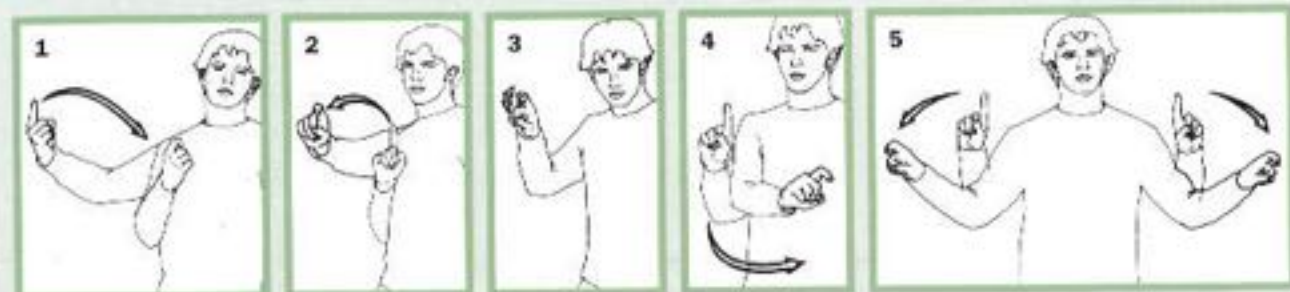


With

## Classroom Exercise



1 **Signing ask.** Create a complete sentence using each of the following signs.



2 **Sentences.** Sign each sentence in ASL.

1. *I don't know what's for homework. Ask him (or her).*
2. *My ASL teacher asked me to help you.*
3. *Are you hungry? I want to go to a restaurant. Do you want to go with me?*
4. *Don't ask me. I don't know his (or her) name.*
5. *Does everybody understand? Are there any questions?*

**FYI** Don't worry about the past tense for now. Just use the vocabulary you know already.

3 **Dialogue.** Work with a partner to develop a dialogue using *ask* and other vocabulary you've learned.

## I Want to Know . . .

### When do I use the Question Mark instead of a closing signal?

In Unit One you learned how ASL sentences are completed by pointing to a person to show that you've finished your thought or question. Similarly, the Question Mark sign shows that the signer has posed a question, but when to use one or the other?

#### The Question Mark:

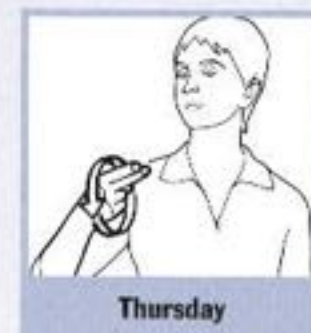
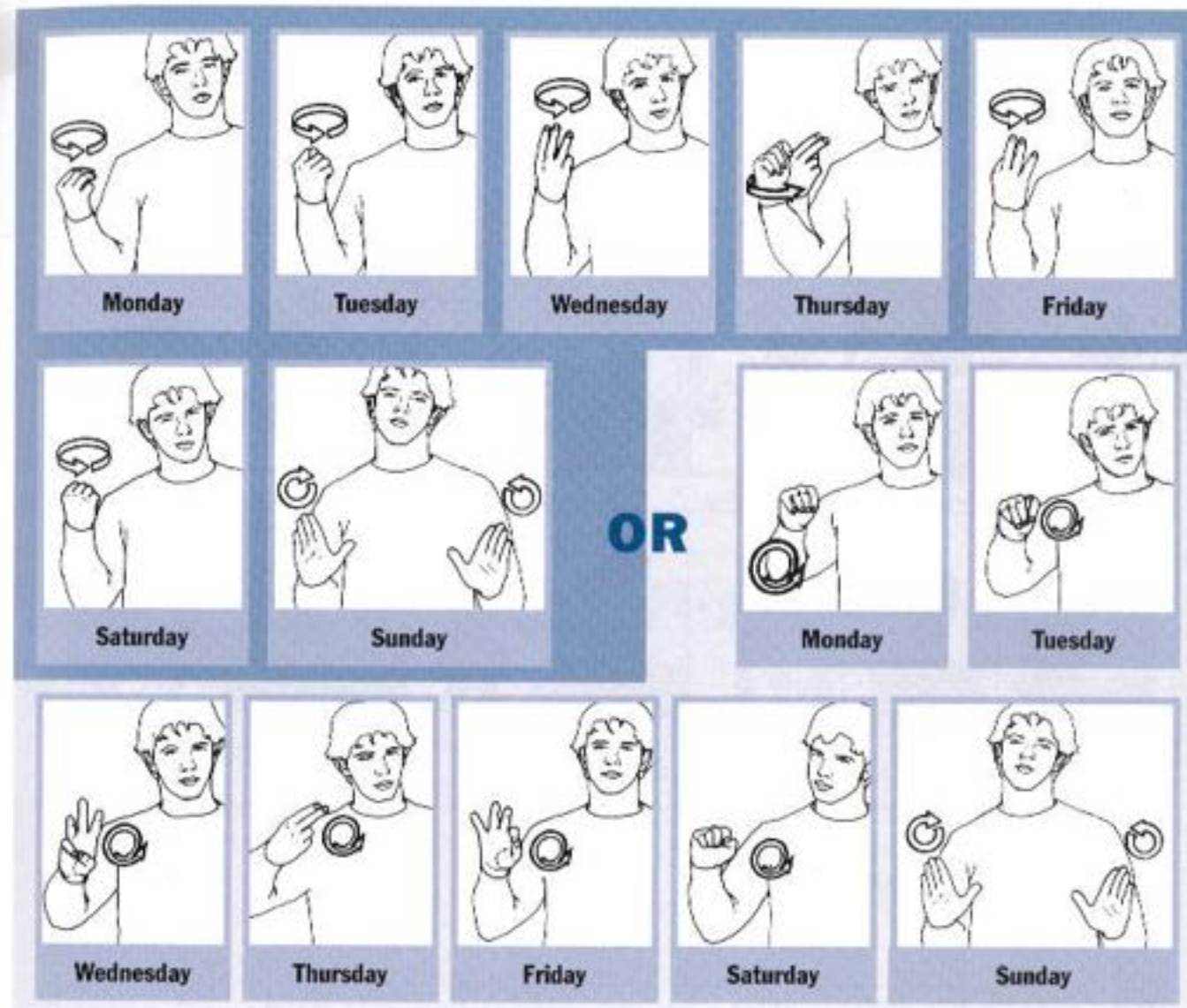
- Is best used informally, between friends and people you know well;
- Is not for questions using *who, what, when, why, where, which, and how*;
- Is often used to ask general questions to more than one individual;
- Allows an individual to pose a question whose answer can be provided by anyone.

#### Other closing signals:

- Are required for sentences and questions using *who, what, when, why, where, which, and how*;
- Are best used in formal situations between strangers, acquaintances, and student-teacher relationships;
- Allow you to ask specific questions to specific individuals.

## Days of the Week

There are two ways to sign the days of the week in ASL. Which way is used by Deaf people in your community?



### Variation Alert!

This variation of the sign *Thursday* is used by some Deaf signers. It is not as common as the other sign for *Thursday*.

**FYI** Don't sign or fingerspell the English word "on" in ASL sentences involving dates.

## Classroom Exercise **K**

1 *Marc & Kelly's week.* Based on the illustrations below, explain what Marc and Kelly did each day in complete sentences. An example is provided.

1 Monday Tuesday Wednesday Thursday Friday Saturday Sunday

2 Monday Tuesday Wednesday Thursday Friday Saturday Sunday

2 *Activities.* Use the vocabulary below to ask a partner what he or she does on a particular day. Follow the example as shown.

What do you do on Friday?

On Friday, I...

- |              |             |              |              |               |
|--------------|-------------|--------------|--------------|---------------|
| 1. Monday    | 4. Thursday | 7. Sunday    | 10. Evening  | 13. Today     |
| 2. Tuesday   | 5. Friday   | 8. Morning   | 11. Tomorrow | 14. Yesterday |
| 3. Wednesday | 6. Saturday | 9. Afternoon | 12. Later    |               |

3 *Dialogue.* Work with a partner to create a dialogue in which you sign about activities done on at least four different days.

## Vocabulary

### Signing About Activities



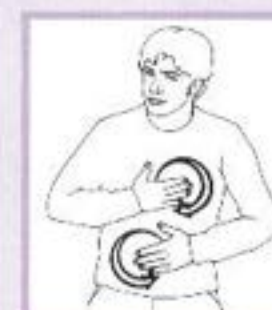
To chat, to hang out



Church



Do-do



To enjoy, have fun



To kick back, take it easy



Mosque



To play sports



Temple



Yesterday

## Eyes on ASL #5



Signs that show *when* something happened, such as the day of the week, come first in a sentence.

Remember to use *when* signs in their proper position: At the front of the line!

## Accent Steps

*Do-do* is a sign that has many meanings. Use the WH-Face each time you sign *do-do* to ask:

- What are you doing?
- What did you do?
- What do you do?

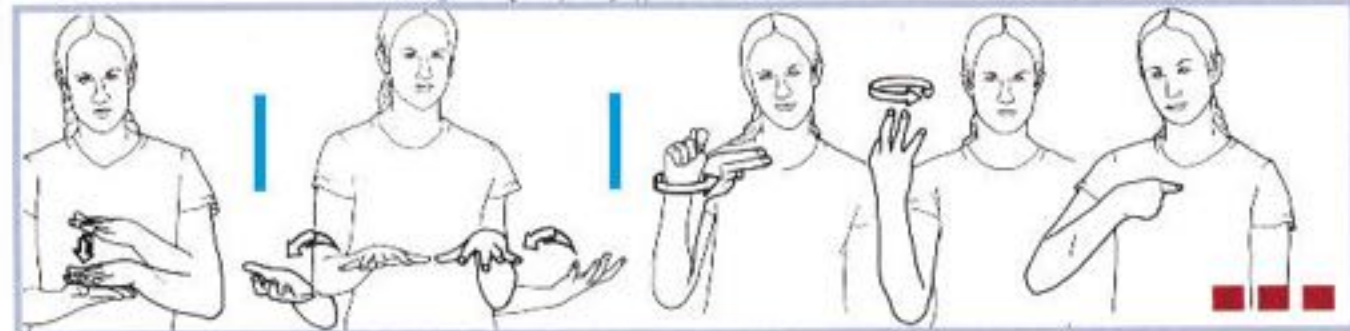
## Homework Exercise **3**

- A** Practice signing the events that occurred in Kelly or Marc's week, making sure that you sign clearly. Work on achieving a "flow" and avoid signing in a jerky, unpolished format. Be sure to include appropriate facial expressions, directionality, and other features of ASL grammar.
- B** What have you done this week? Explain what you've done each day. Work on achieving a "flow" and avoid signing in a jerky, unpolished format. Be sure to include appropriate facial expressions, directionality, and other features of ASL grammar.
- C** Write assignments A or B in ASL gloss.



## My Routine

**My Routine** Watch Kris sign in full motion on your student DVD.



## Classroom Exercise



**1** What does Kris do? Complete the following sentences in ASL. Don't forget to use ASL Rule #5.

- |                             |                           |                            |
|-----------------------------|---------------------------|----------------------------|
| 1. On Thursday, Kris...     | 5. Kris hangs out with... | 9. She doesn't work on...  |
| 2. Kris does homework on... | 6. On Friday, she...      | 10. Kris goes to school... |
| 3. She works on...          | 7. Kris chats on...       |                            |
| 4. Every day, Kris...       | 8. On Sunday, Kris...     |                            |

**2** Comparison. What do you and Kris do differently? Follow the example to explain how your routines are not the same.



## Did you know?

Deaf people use visual signals for doorbells, the telephone, fire, or smoke alarms. There are even visual signals activated by crying babies! The Deaf community has adapted many listening devices to serve visual purposes, and manufacturers now include visual options in a range of products. If you have a silent vibrate option on your cell phone or pager, thank the Deaf community who advocated for the alert! Nowadays, visual alerts for public smoke and fire alarms are required by federal law. Can you find any examples of visual signaling devices in your school, office, or home?



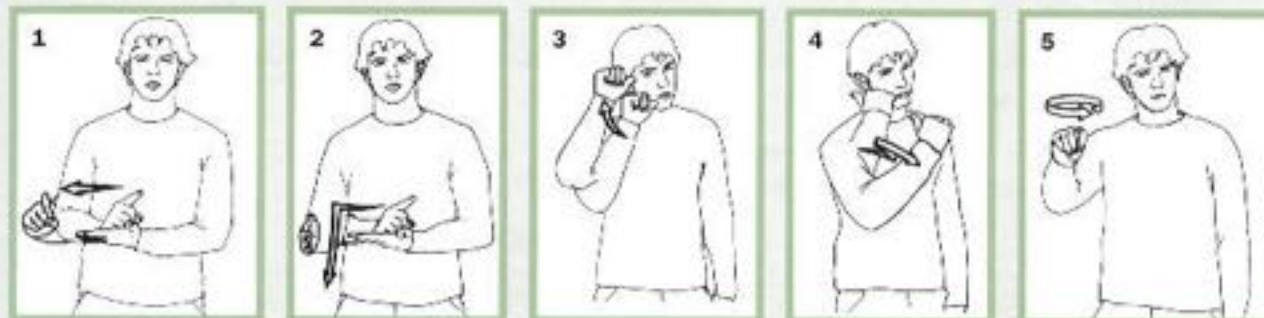
## Classroom Exercise



**1** Weekend activities. Find out three things a partner does on the weekend, using the ideas below to help you. Prepare to explain what you learn about each other to your classmates.

- |                   |                       |
|-------------------|-----------------------|
| go to the movies  | work                  |
| go to a party     | eat in a restaurant   |
| sleep             | hang out with friends |
| read              | play sports           |
| chat with friends | study                 |
| kick back         | practice ASL          |

**2** What do you do? Create complete sentences for each vocabulary word.



**3** Dialogue. Remember that *when* signs come first in a sentence. Practice signing the dialogue below with a partner.

- Student A** What do you do on the weekend?  
**Student B** On Saturday, I kick back, study. I work on Sundays. What do you do?  
**Student A** I don't work on the weekend. I enjoy going to the movies with friends.  
**Student B** I like going to the movies. Do you want to go on Friday?  
**Student A** Sure!

## Vocabulary

### When?



## Classroom Exercise **N**

**1** What day is it? Explain which day of the week the date falls on, in a complete sentence.

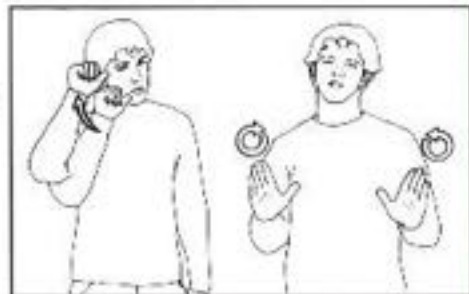
- |              |              |
|--------------|--------------|
| 1. August 9  | 6. August 24 |
| 2. August 31 | 7. August 20 |
| 3. August 11 | 8. August 12 |
| 4. August 14 | 9. August 11 |
| 5. August 1  | 10. August 3 |

SUN	MON	TUE	WED	THU	FRI	SAT
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

**2** Using the calendar. Use the calendar to provide information about the day and date of the week asked for.

SUN	MON	TUE	WED	THU	FRI	SAT
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

Yesterday was Sunday.



## Accent Steps

When you're thinking of something to add to a sentence, use the *um* sign to show you're not finished yet.

**“Deafness isn't the opposite of hearing. It's a silence full of sound.”**

— Mark Medhoff, writer, playwright, producer

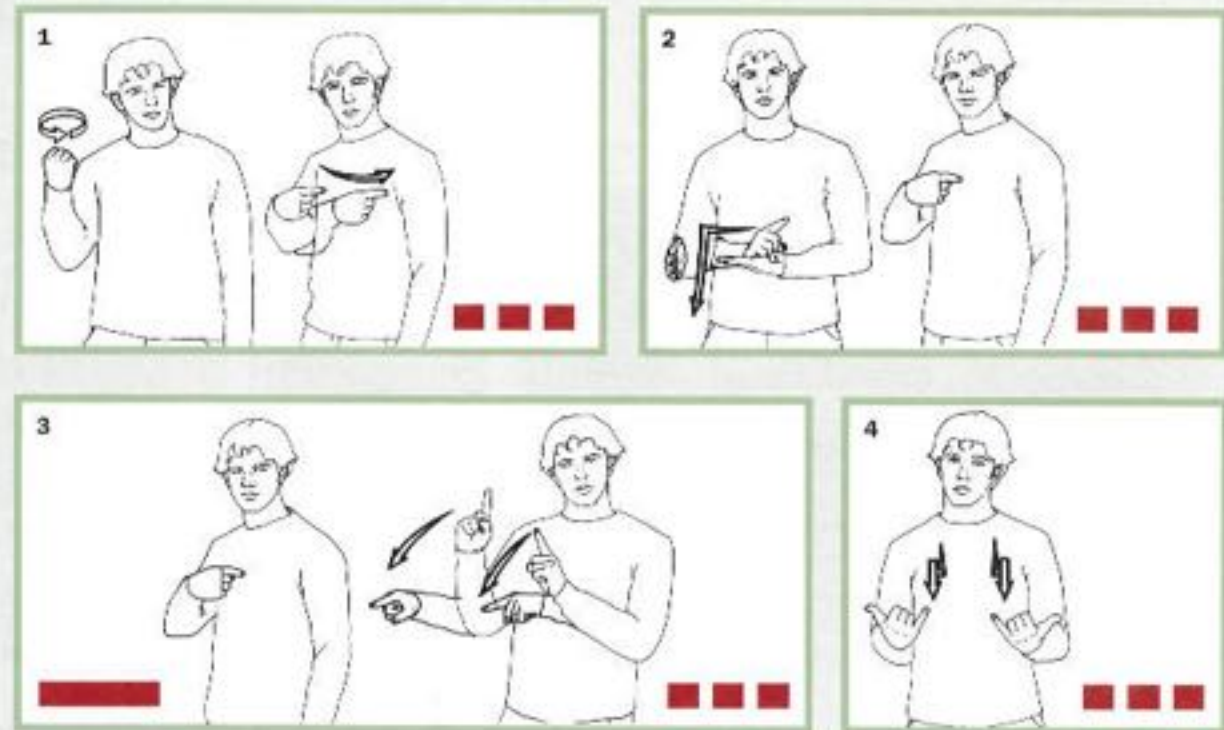
## Classroom Exercise **O**

**1** When do you...? Sign each sentence in ASL, making the changes indicated.

1. I practice ASL on Monday. (**every day**)
2. We go to school on Saturday and Sunday. (**don't go**)
3. He works Tuesday and Thursday morning. (**afternoon**)
4. She goes to the mosque on Wednesday. (**Friday**)
5. They study every day. (**don't study**)

**FYI** Don't worry about a sign for "and" yet. You will learn more about this in Unit 3.

**2** This weekend, I ... Select appropriate vocabulary to complete each sentence.



## Homework Exercise **4**

- A Practice signing the date of your next ASL class. Focus on your fingerspelling and numbers, and make sure your signing is smooth.
- B Practice signing *My Routine*. Prepare to show your classmates and teacher how well you can sign the narrative.
- C Write Classroom Exercise O, Part 2, in ASL gloss.

# ASL Up Close

## The WH-Signs

All languages have a set of words called **WH-Words** frequently used in conversation. The WH-Words in American Sign Language serve this same conversational purpose, but also have a unique emphasis in the language that isn't found in English. You will learn how to use the **WH-Signs** in more depth in Unit 3. Pair the WH-Face with each of the WH-Signs.



Who



What



When



Where



Why, because



Which

## Variations



Who



Who



Why



Why

## Eyes on ASL #6



WH-Signs go at the end of ASL sentences and must include the WH-Face (see Page 42).

Unlike English sentences, WH-Signs don't occur at the beginning of a sentence. *Who* may occur at the beginning, as long as it also occurs at the end.

## Classroom Exercise

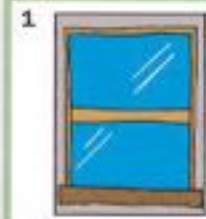
**1** *What or who is it?* Ask a partner about the illustration in complete sentences. An example is provided. Remember to use ASL Rule #6 correctly.



What is it?



It's a book.



**2** *Using WH-Signs* Ask a partner to respond to the question you ask. Make sure you use the WH-Face. Switch roles and repeat the exercise when done.



## Classroom Exercise

# Q

- 1** *Responding to WH-Questions.* A partner will ask you each a question. Respond in a complete sentence. When done, switch roles and repeat.



## Vocabulary

### Making More Conversation



To get better



To get worse



Important



Water, water fountain

## Classroom Exercise

# R


- 1** *Making conversation.* Your teacher will ask the following questions in ASL. Respond in a complete sentence using the information in parentheses.
- Where are you going? (**home**)
  - What are their names? ( **? , ?** )
  - Do you want the door open or closed? (**open**)
  - Why is practice important? (**I want to get better**)
  - You play sports every day? (**No, Tuesday, Thursday**)
  - What's on the test? (**I don't know**)
  - Ask him what's on the test. (**He knows**)
  - What's your ASL teacher's name? ( **?** )
  - When do you work? (**Monday**)
  - What are you doing tomorrow? (**Nothing**)
- 2** *Asking questions.* Work with a partner to ask and answer five WH-Sign questions. When done, create a dialogue using the questions.

## FYI

Don't worry about the signs for *or* and *on*. You will learn about them in Unit 3.

## Classroom Exercise

# S

- 1**  *Comprehension.* Watch Marc's narrative titled *My Advice* on your Student DVD. Respond to the questions below.
- What does Marc say about practice?
  - What happens if you don't practice your ASL?
  - What suggestion does Marc give about practicing?
  - What should you not do in a restaurant?
  - Give an example of three signs that used a non-manual signal.
  - What question does Marc ask?
- 2** *My Advice* Practice signing Marc's narrative. Focus on clarity instead of speed, and include non-manual signals when necessary.

## Homework Exercise

# 5

- What are your weekend plans? Prepare to explain what you will do this weekend in at least 3 – 5 complete ASL sentences.
- Practice signing five WH-Sign questions smoothly and clearly. Write the sentences in English, and write an explanation of how the sentences would be signed in ASL.
- Practice the *My Advice* narrative. What are your weak areas? What are your strong points?
- Write assignments A or B in ASL gloss.

## Journal Activities

1 All cultures appreciate various forms of art. One famous Deaf artist is Ann Silver, well-known for her mixed media installations featuring the Deaf experience and aspects of Deaf culture. In *A Century of Difference*, Silver charts the evolution of labels applied to the Deaf since 1900. What perspectives do these labels imply? Why do you think Silver chose to work with license plates? What do you think this means? What point does Silver make in *A Century of Difference*?



— *A Century of Difference* (2002). Ann Silver.  
Reproduced by permission of artist

- 2 Most, if not all, minority groups in the United States have experienced a series of identifying labels that have changed over the years, similar to the evolution from *deaf and dumb* to *Deaf*. Using Ann Silver's *A Century of Difference* as a model, create a series of license plates that illustrate another community's experience with evolving labels. What do members of that community prefer to be called now? How has this group's identity and labels changed over the years?
- 3 Are deaf people disabled, handicapped, both, or neither? Use a dictionary to help you understand the differences between each term. In what ways do you think the terms might apply? In what ways might they not? What would you prefer to be called? What do you think Deaf people prefer to be called?

## Unit 2 Review

A What effects do Eyes on ASL #5 and #6 have on sentence structure in ASL? With that in mind, how does ASL differ from English sentence structure? In your own words, rewrite these two Eyes on ASL to help another ASL student understand how to use each, giving examples to support your explanation.

B What is an iconic sign? Of the signs below, which are iconic, and what do they mean? How do you know?



C Identify and correct the errors in the following sentences. Explain to a partner or friend why the errors are wrong and how to fix them.





## Unit Three Vocabulary

<i>to</i> Act, show . . . . .94	<i>to be</i> Hot . . . . .110	Salt Lake City . . . . .82
Actor . . . . .94	Houston . . . . .82	San Francisco . . . . .82
Address . . . . .99	How many . . . . .105	Season . . . . .105
America . . . . .78	Independence Day . . .106	Seattle . . . . .82
April . . . . .104	Inside . . . . .109	September . . . . .104
At (symbol) . . . . .96	Internet . . . . .96	<i>to</i> Ski . . . . .77
Atlanta . . . . .82	January . . . . .104	<i>to</i> Snow . . . . .110
August . . . . .104	July . . . . .104	Spring . . . . .105
Avenue . . . . .99	June . . . . .104	St. Patrick's Day . . .106
Beach . . . . .77	Kwanzaa . . . . .106	Street (general) . . . .99
Birthday (1-3) . . . . .103	Labor Day . . . . .106	Street (specific) . . . .99
Black . . . . .93	Light . . . . .94	Summer . . . . .105
Blue . . . . .93	<i>to</i> Listen . . . . .96	<i>to be</i> Sunny . . . . .110
<i>to be</i> Born in . . . . .75	<i>to</i> Live in . . . . .75	Telephone . . . . .99
Boston . . . . .82	Los Angeles . . . . .82	Television . . . . .94
Boulevard . . . . .99	March . . . . .104	Thanksgiving . . . . .106
Brown . . . . .93	Martin Luther King, Jr. Day . . . . .106	That way . . . . .83
Canada . . . . .78	May . . . . .104	Their, theirs . . . . .92
Car, to drive . . . . .94	Memorial Day . . . . .106	Topic . . . . .89
<i>to</i> Celebrate . . . . .105	Mexico . . . . .78	TTY . . . . .100
Chicago . . . . .82	Mickey Mouse . . . . .84	United States . . . . .78
Christmas . . . . .106	Month . . . . .105	Valentine's Day . . . .106
City, town . . . . .82	Music . . . . .96	Vacation . . . . .73
<i>to be</i> Close to, near . . . . .83	Musician . . . . .94	Veteran's Day . . . . .106
<i>to be</i> Cloudy . . . . .110	My, mine . . . . .92	Videophone . . . . .100
<i>to be</i> Cold . . . . .110	New Orleans . . . . .82	<i>to</i> Visit . . . . .77
Color . . . . .93	New Year's . . . . .106	<i>to be</i> Warm . . . . .110
<i>to</i> Comment . . . . .89	New York . . . . .79	Washington, D.C. . . .82
<i>to be</i> Cool . . . . .110	New . . . . .100	<i>to</i> Watch . . . . .94
Court . . . . .99	November . . . . .104	Waves . . . . .110
Dark . . . . .94	Number . . . . .99	Weather (1-2) . . . . .109
December . . . . .104	Ocean . . . . .77	Web page . . . . .96
Denver . . . . .81	October . . . . .104	White . . . . .93
Depends . . . . .105	<i>to be</i> Old . . . . .100	<i>to be</i> Windy . . . . .110
Dot, period . . . . .96	Orange . . . . .93	Winter . . . . .105
Easter . . . . .106	Ours . . . . .92	Year . . . . .105
Eid . . . . .106	Outside . . . . .109	Yellow . . . . .93
Email . . . . .96	Page . . . . .96	Your, yours . . . . .92
Fall . . . . .105	Pager . . . . .100	Yours (plural) . . . . .92
<i>to be</i> Far . . . . .83	Passover . . . . .106	50 states & provinces of Canada . . . . .78-79
February . . . . .104	Philadelphia . . . . .82	
<i>to be</i> From . . . . .75	Pink . . . . .93	
Gray . . . . .93	Purple . . . . .93	
Green . . . . .93	<i>to</i> Rain . . . . .110	
<i>to</i> Grow up . . . . .75	Ramadan . . . . .106	
Halloween . . . . .106	Red . . . . .93	
Hanukkah . . . . .106	Road . . . . .99	
Here . . . . .75	<i>to</i> Rollerblade . . . . .77	
His, hers, its . . . . .92		

### Key Phrases

Love-it . . . . .94
Oh-I-see . . . . .76

## Where are you from?



Hi, I'm Kelly, from New York. Where are you from? On my vacations I love to travel and visit friends and family. My favorite vacation spot is Hawaii because of the beautiful weather, the ocean, and the beaches. There's a lot to do over there! What do you do for fun? I hope we can talk some more. Bye!



**Where are you from?** Watch Kelly sign in full motion on your student DVD.



## Vocabulary

## Where are you from?

Other new vocabulary seen in the narrative is presented throughout Unit 3.



A lot of



To be beautiful,  
pretty (Unit 4)



To do, action, activity



During, on, in (Unit 6)



Family (Unit 4)



Fun (Unit 8)



You and me, we (Unit 4)



Vacation

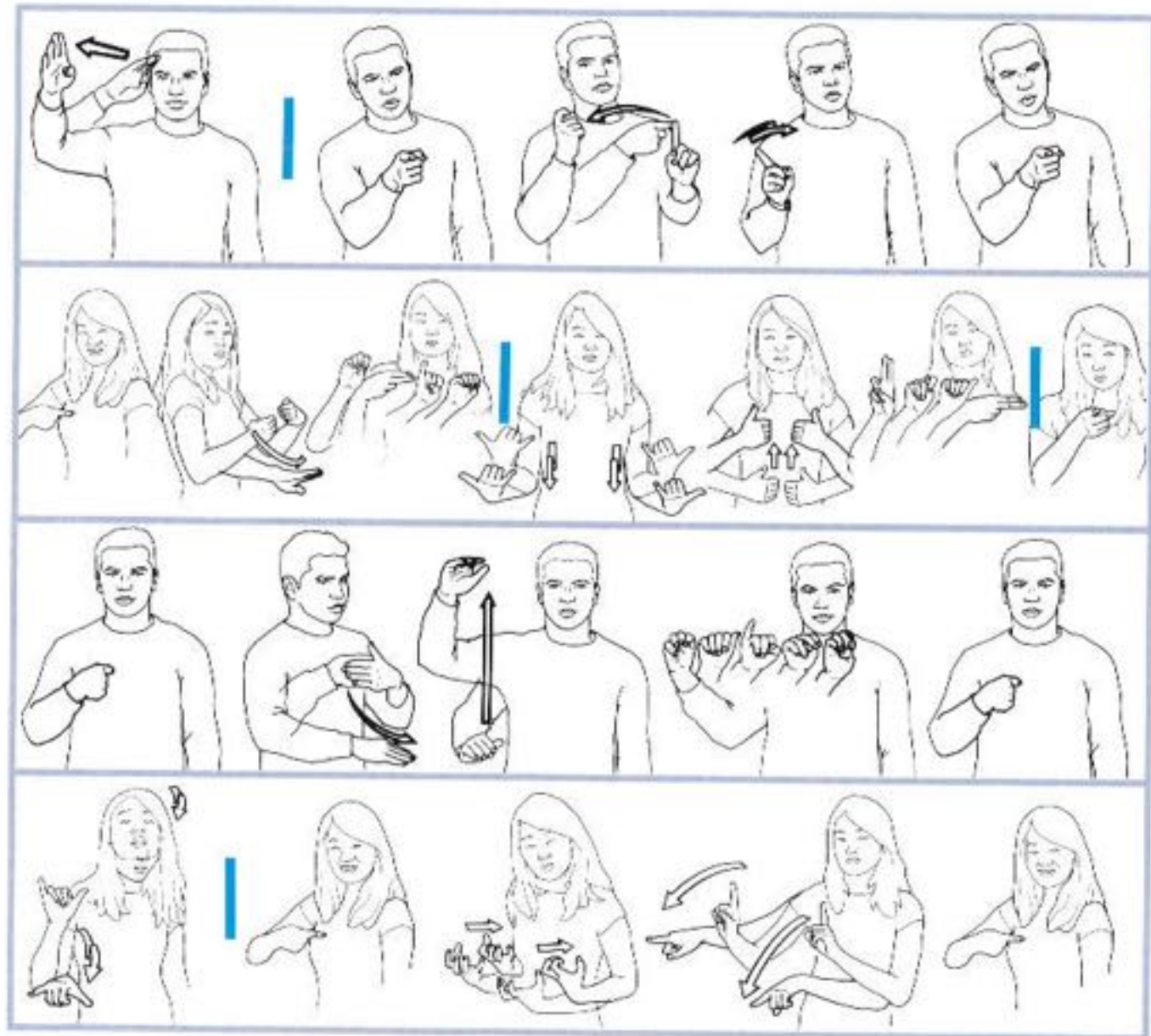
As you socialize with Deaf people, you will be asked questions about your background, especially if you are hearing and new to most people. Deaf individuals will want to know where you are from, why you are learning ASL, and whether you have other Deaf friends or family. Your company will be more valued if you make the effort to ask questions in ASL as well as responding to those asked of you.



**Where are you from?** Watch Sean and Kelly talk about their backgrounds on your student DVD.

### Dialogue Translation

**Sean:** *Hi! Where are you from?*  
**Kelly:** *I was born in Ohio. Now I live in Utah. What about you?*  
**Sean:** *I was born and grew up in Maine.*  
**Kelly:** *Oh, I see. I want to go there!*



- 1** *Where are you from?* Ask a partner these questions about his or her background using the example as a model. When done, switch roles and repeat the exercise.
1. *Where were you born?*
  2. *Where do you live?*
  3. *Where did you grow up?*
  4. *Where are you from?*

**FYI** Don't worry about the past tense. Just use the vocabulary you know. You'll learn how the past tense works in Unit 6.

**Where were you born?**



**I was born in Houston, Texas**



- 2** *Comprehension.* Watch *Where are you from?* on your student DVD and answer the questions below in complete ASL sentences.

1. *Where is Kelly from?*
2. *Where did Sean grow up?*
3. *Who is from Ohio?*
4. *Where was Kelly born?*
5. *Does Kelly live in Utah?*
6. *Does Sean want to go to Maine?*

- 3** *Dialogue.* Create a dialogue with a partner about a Deaf and a hearing person meeting for the first time. What will they talk about?

### Vocabulary

### Background Signs



To be born in



To be from



To grow up



Here



To live in

## Classroom Exercise B

- Interviews.** Work in groups and find out background information about each member. Use *oh-I-see* to show you understand what is being signed. You will share the information learned with the rest of the class.
- Sharing information.** Use the clues provided to introduce each person. Refer to the map on page 78 for the signs of states, provinces, and countries.



Oh-I-See

### EXPRESSION

*Oh-I-see* is an ASL expression that conveys comprehension, sympathy, and concern, similar to sounds like *huh*, *hmm*, *oh*, *aha*, and *I see*. It is often used in conversation.

CORNER



**1** Name: Rachel  
Born: Massachusetts  
Moved to New Hampshire  
Goes to school in New Hampshire



**2** Name: Dan  
Born: Georgia  
Grew up: Mississippi  
Wants to live in Florida  
Likes to water ski



**3** Name: Jeff  
Born: Canada  
Works in: Quebec  
Is hearing  
Wants to live in: Hawaii



**4** Name: Emilee  
Born: Oklahoma  
Is Deaf  
Enjoys playing sports  
Wants to visit Alaska



**5** Name: Ryan  
Born: Texas  
Grew up: Texas  
Is learning ASL  
Likes going to the beach



**6** Name: Aundrea  
Born: California  
Works on the weekends  
Knows ASL  
Likes to ski, go to the ocean



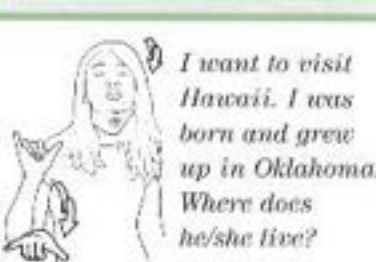
**7** Name: Sam  
Lives in: Washington  
Grew up: Montana  
Is Deaf  
Likes to rollerblade



**8** Name: Gary  
Born: New Jersey  
Grew up: New York  
Doesn't like sports  
Can't ski

## Classroom Exercise C

- Non-manual signals.** Sign each sentence in ASL, using either the Question-Maker or WH-Face as needed.
  - Is he from New York?*
  - Where were you born?*
  - Who lives in Texas?*
  - Where do you want to go?*
  - Can we go to the beach on Saturday?*
- Conversation.** You and a Deaf friend are chatting at a party. Sign the first sentence to a partner, who will respond using *oh-I-see* and the given information. When done, switch roles and repeat.



### Vocabulary

### Interests



Beach



Ocean



To rollerblade



To ski



To visit

**Vocabulary**

**States & Provinces**



America



United States



Washington

BC  
British Columbia



Alberta

SASK  
Saskatchewan



Oregon

IDAHO  
Idaho



Montana

WY  
Wyoming



Canada

Other Canadian provinces to be fingerspelled are:  
Newfoundland – NFLD  
Northwest Territories – NWT  
Nova Scotia – NS  
Nunavut – NVT  
Prince Edward Island – PEI  
Yukon – Yukon



California

NEV  
Nevada

UTAH  
Utah



Colorado



Arizona

NM  
New Mexico



Alaska



Hawaii



Mexico



Manitoba

ND  
North Dakota

MINN  
Minnesota



Ontario

SD  
South Dakota

WISC  
Wisconsin

MICH  
Michigan



Quebec

NB  
New Brunswick

Maine  
Maine

NH  
New Hampshire

VT  
Vermont

MASS  
Massachusetts

RI  
Rhode Island

CONN  
Connecticut

NJ  
New Jersey

DEL  
Delaware

MD  
Maryland

WASHINGTON+DC



West Virginia

NEB  
Nebraska

IOWA  
Iowa

ILL  
Illinois

IND  
Indiana

OHIO  
Ohio

PA  
Pennsylvania

VA  
Virginia

NC  
North Carolina

SC  
South Carolina

KAN  
Kansas

MO  
Missouri

ARK  
Arkansas

KY  
Kentucky

TENN  
Tennessee

LA  
Louisiana

MISS  
Mississippi

OKLA  
Oklahoma

ALA  
Alabama

GA  
Georgia



Texas

FLA  
Florida

**Accent Steps**

Most states and provinces are fingerspelled. Fingerspell the state or province name the way it is shown in capital letters on the map. Practice fingerspelling the name of your state/province quickly!

## Classroom Exercise



1 *Dialogue.* Work with a partner to translate each sentence into ASL. When done, practice signing the dialogues.

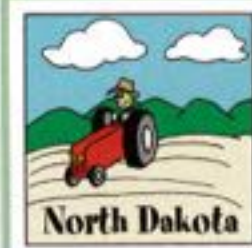
A

**Student A.** *I was born in Alaska.*  
**Student B.** *Oh yeah? I'm from Texas.*  
**Student A.** *Do you like Texas?*  
**Student B.** *Yes, I do.*  
**Student A.** *I see. I want to visit Texas.*

B

**Student A.** *I moved here from Florida.*  
**Student B.** *Why did you move here?*  
**Student A.** *I want to go to school here.*  
**Student B.** *Oh, I see. Do you like it here?*  
**Student A.** *Yes, I do!*

2 *Where?* Based on the illustration, where would you see or do each activity? Respond in complete ASL sentences, following the example.



## Homework Exercise



- A Where do you live? Does your state or province have a sign or is it fingerspelled? Practice fingerspelling or signing the names of three or four states or provinces located near you.
- B Sign a presentation about yourself to your classmates. Include background information, places you've lived and would like to visit, as well as places you don't want to visit. Using the vocabulary you've learned so far, sign as much information as you can about yourself. Practice and make sure your signing is confident and smooth.
- C Write assignment A or B in ASL gloss.

## Names of Cities & Towns

You learned that some place names are fingerspelled while others have signs. Some names of cities have signs, but the majority are fingerspelled or abbreviated. Generally, city name signs are recognized across the country if a large Deaf community is located there. As an ASL student, rely on your local Deaf community and your ASL teacher to show you the signs for towns and cities around you.



**FYI** A city's name sign is usually known everywhere if it hosts a major-league sports franchise like the NBA or NFL.

### Dialogue Translation

**Kelly:** *I'm from Fremont. It's signed like this.*  
**Marc:** *Oh, I see. Where is Fremont?*  
**Kelly:** *It's in California, near San Francisco.*



*Where is that?* Watch Kelly and Marc sign on your Student DVD.



### Accent Steps

Because many city names begin with the same letter, fingerspell the entire name before using an abbreviation unless talking about a large, well-known city. Do this when signing with someone not from your area. For example, the letter D has at least four different meanings depending on where it's used: Denver (CO), Delavan (WI), Durham (NC), Danville (KY).



## Classroom Exercise

# E

1 *How far away is that?* Sign the name of your hometown and state in a complete sentence. Explain whether the following cities are near or far from you.

- |                                   |                                     |                             |
|-----------------------------------|-------------------------------------|-----------------------------|
| 1. <i>Seattle, Washington</i>     | 5. <i>Chicago, Illinois</i>         | 9. <i>Honolulu, Hawaii</i>  |
| 2. <i>New York City, New York</i> | 6. <i>Phoenix, Arizona</i>          | 10. <i>Denver, Colorado</i> |
| 3. <i>Atlanta, Georgia</i>        | 7. <i>Miami, Florida</i>            |                             |
| 4. <i>Los Angeles, California</i> | 8. <i>Sioux Falls, South Dakota</i> |                             |

2 *Where is . . . ?* Ask a partner where a city is located. Your partner will respond and use *that way* to point towards the location. Switch roles and repeat the exercise when done. An example is provided.



Where is Miami?



It's in Florida.

### City

- Houston
- Philadelphia
- Chicago
- San Francisco
- Denver
- Boston

### Possible Locations

- |                      |               |
|----------------------|---------------|
| Utah                 | Pennsylvania  |
| District of Columbia | Massachusetts |
| Colorado             | New York      |
| Louisiana            | Illinois      |
| California           | Texas         |

**FYI** Use the sign *New York* for both the city and state.

## Vocabulary

### Well-Known City Signs



Atlanta



Boston



Chicago



City, town



Houston



Los Angeles



New Orleans



Philadelphia



Salt Lake City



San Francisco



Seattle



Washington, DC

## Vocabulary

### Distance



To be close to, near



To be far

## Accent Steps

*That way* is related to deixis. It is used to provide the general direction of an object or location. Emphasize distance by opening your eyes wide while pointing or using the sign *far*.



That way, over there

## Classroom Exercise

# F

1 *Geography.* Ask if your partner lives far from or close to a location below. Your partner will respond in a complete sentence. Switch roles and repeat the exercise when done.



Do you live near New York City?

- Los Angeles
- Washington, D.C.
- Canada
- Mexico
- Alaska
- ?

2 *Conversation.* Ask your partner the following questions in ASL. Your partner will respond according to the information in bold. Switch roles and repeat.

- Where do you live? ( ? )
- Are you from Illinois? (**No, I'm from ?.**)
- Where do you want to live? ( ? )
- Is your city named San Diego? (**No, I live in ?.**)
- Did you move here? (**Yes, I moved here from ?.**)
- Do you like living here ( ? )

## Did you know?

Wave your hands in the air instead of clapping them!



## Deaf Culture **NOTE**

### Name Signs

Do you have a **name sign** or know someone who does? A frequent question is "What's the sign for my name?" Name signs are highly valued in Deaf culture. Having one shows you are accepted by the Deaf community because you made the effort to learn Deaf culture and ASL. You may be given a name sign after you've made Deaf friends. There is no sign-for-name match, so two people with the same name will often have different name signs. This is because ASL name signs are a combination of the person's name (usually the first initial) and a location on the head, torso, or hands where the sign will be made. This type of name sign is called **arbitrary**. Some people with short or easily fingerspelled names will spell their name signs. Another type is a **descriptive** name sign, which shows a physical or behavioral trait the individual is known for. The sign for Mickey Mouse is seen below and is a descriptive name sign. It is impolite for a hearing ASL student to create a name sign instead of having one given by a Deaf person. You'll need to socialize with Deaf people if you want a name sign.

Examples of name signs.

Which are descriptive and arbitrary?



Mickey Mouse



"Buck teeth"



Any name that begins with "S"



Any name that begins with "D"

## Classroom Exercise **G**

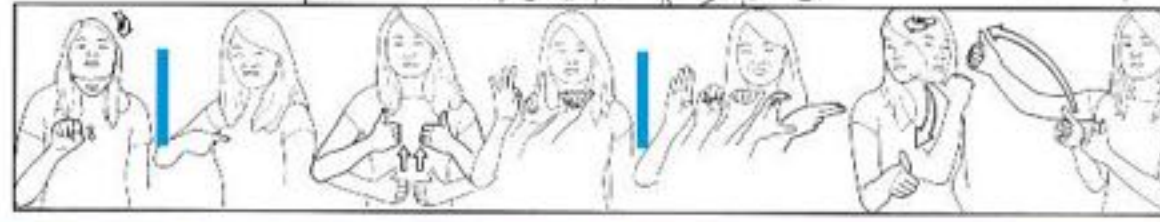
**Hometown.** Ask a partner each question. When done, switch roles and repeat the exercise.



## Classroom Exercise **H**

**1** *Using yes & no.* Ask a partner if he or she lives near the location you've chosen. Your partner will respond using *yes* or *no*, following the example.

Do you live near the beach?  
Yes, I do. I live in Florida. The beach isn't far away.



**2** *Where we live.* Create a dialogue with a partner that includes the information to the right. Do not limit your dialogue to the questions but use your creativity as well.

- \_\_\_\_\_ lives in a state near the ocean.
- \_\_\_\_\_ lives in a state far from the ocean.
- \_\_\_\_\_ moved to \_\_\_\_\_ from \_\_\_\_\_.
- \_\_\_\_\_ wants to live in \_\_\_\_\_ because \_\_\_\_\_.
- \_\_\_\_\_ doesn't want to live in \_\_\_\_\_ because \_\_\_\_\_.

## Homework Exercise **2**

- Interview a friend of yours and practice signing where he or she was born, is from, and now lives. Did he or she move here? From where? Sign your introduction in complete sentences.
- Use the web to research interesting places across the United States and Canada, selecting at least five you would like to visit. Prepare to explain the selections to your classmates, including the name of the place, its location (city, state/province, country), and a reason why you want to visit.
- Write assignment A or B in ASL gloss.

## Deaf Culture Minute

Most Deaf adults live in larger cities across the United States. Jobs, social opportunities, Deaf-interest agencies, schools for the Deaf, and interpreters are more plentiful in metropolitan areas than in isolated rural areas. The metro region of Rochester in New York state features the world's highest per capita population of Deaf people. Are there many Deaf people in your area? Why or why not?



## Focus: Is sign language

“Where there are deaf people, there is sign language.” — George Veditz, 1913

George Veditz's statement about sign language is as true now in the 21st century as it was in 1913. Many different sign languages are used by millions of Deaf people around the world. There is no universal sign language used by the deaf. When deaf people who use different sign languages come together, communication barriers rarely exist after an initial adjustment period. At large international gatherings of deaf people, such as the World Congress of the Deaf, an artificial means of communication called **Gestuno** is used. Gestuno is not a real language and relies more on basic visual concepts and gestures similar to Esperanto, the spoken hybrid comprised of words from different languages like English, Spanish, and French. While ASL is not a universal sign language, many Deaf people from countries beyond the United States and Canada know and use ASL as a second, third, or even fourth language after coming to the USA for educational purposes. Many return to their native countries after completing their education, bringing ASL with them. Like English, ASL is becoming an international language, but it is far from being universal.



Courtesy: Simon Carmel, International Hand Alphabet charts.

## universal?

Compare the French and British Sign Language alphabets. Which alphabet looks familiar? Surprised? You may be surprised to learn that ASL and French Sign Language are closely related while ASL and British Sign Language have almost nothing in common!



Chinese Sign Language for to walk



French Sign Language for to walk



American Sign Language for to walk



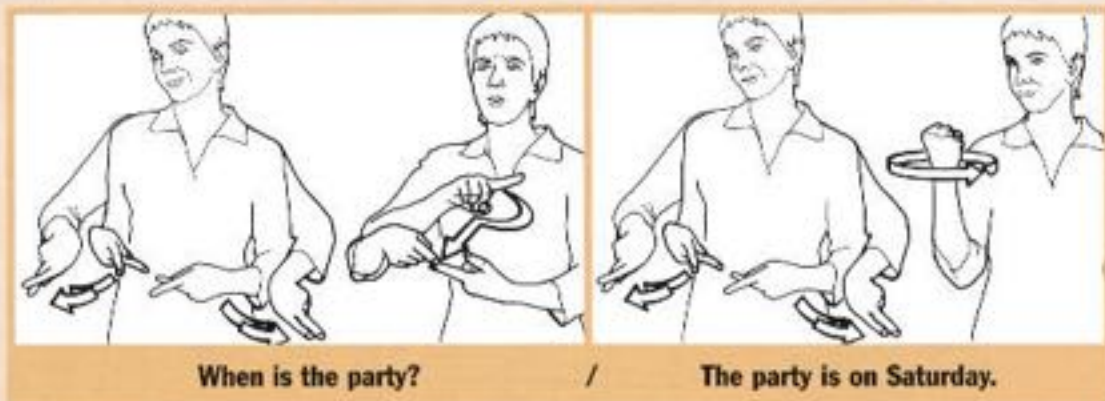
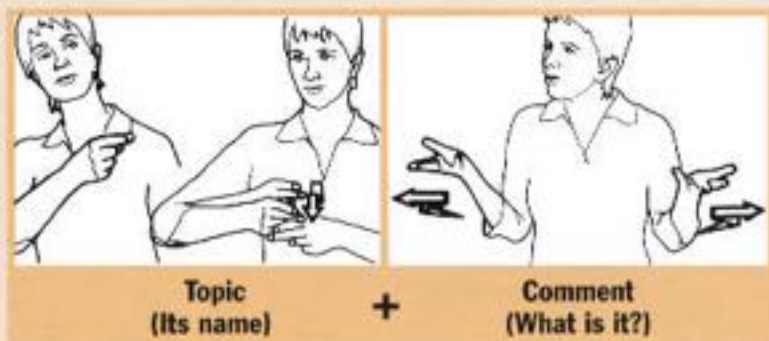
Courtesy: Simon Carmel, International Hand Alphabet charts.



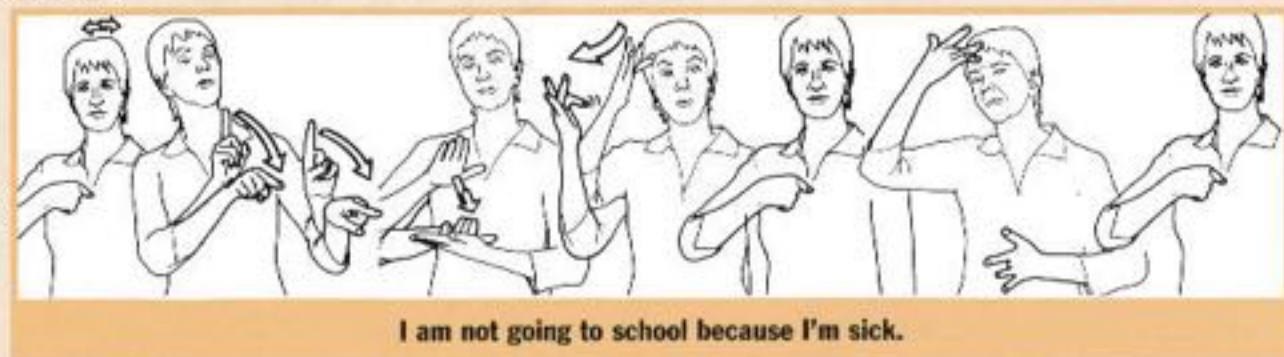
# ASL Up Close

## Topic-Comment Structure

American Sign Language uses one of two different grammatical structures depending on what is being signed. The first structure is called **topic-comment** and is followed when signing with the WH-Signs (see Page 64). In topic-comment languages the signer presents information and then makes the information either a statement or question by adding a comment. English does not use topic-comment structure often so becoming used to ASL grammar can be a challenge. Keep in mind that while using ASL signs in English word order may be easy to do, it is no different than speaking in Spanish but following English word order — you won't make complete sense in either language.



The second basic structure of American Sign Language is used when WH-Signs are not needed, and follows a **subject-verb-object (SVO)** structure. This format is more familiar to English speakers. However, *why* often acts as a "bridge" or "connector" between two separate SVO phrases. When using *why* this way, raise your eyebrows.



## Vocabulary

## Topic & Comment



## Accent Steps

Raise your eyebrows to make the Question-Maker face when using *why* to connect two parts of a sentence.

## Classroom Exercise

1 **Topic-comment.** Select vocabulary from Column A and Column B to make a complete sentence following topic-comment structure.

Column A						Column B	
learn	study	party	ASL	weekend	today	who	where
test	busy	school	name	tomorrow	don't know	what	why
ski	do-do	test	from	yesterday	don't want	when	do-do

2 **Bridges.** Use the *why* sign to connect each sentence together.

1. *She can't go to the party / She works.*
2. *He doesn't want a test / He didn't study.*
3. *We are very scared / Signing is not easy.*
4. *Yesterday I was tired / I studied.*
5. *They are going to school / They are learning ASL.*
6. *Today I'm happy / Tomorrow I'm going to the beach.*

## Classroom Exercise

**Eyebrows and mouth.** Practice each facial expression, paying attention to the eyebrows and mouth.



## Classroom Exercise **K**

What's missing? Sign each sentence by filling in the blank with a WH-Sign. Choose from *who*, *what*, *when*, *where*, *which*, and *why*.



## Classroom Exercise **L**

1 The topic is what? Review Classroom Exercise K and indicate the topic and comment of each sentence.

- |           |           |
|-----------|-----------|
| 1. Topic: | 4. Topic: |
| Comment:  | Comment:  |
| 2. Topic: | 5. Topic: |
| Comment:  | Comment:  |
| 3. Topic: | 6. Topic: |
| Comment:  | Comment:  |

2 Word order translation. Change each of the following sentences into topic-comment structure.

- |                                |   |
|--------------------------------|---|
| 1. I'm happy.                  | 7. I'm not confused.                    |
| 2. Please open the door.       | 8. What are you doing Saturday?         |
| 3. Who's Deaf?                 | 9. Where's my paper?                    |
| 4. Where's the water fountain? | 10. I sleep on the weekends.            |
| 5. Is the party on Saturday?   | 11. Is the restaurant over there?       |
| 6. Who walks home every day?   | 12. Do you mind handing out the papers? |

3 Sentence creation. First identify each phrase as a topic or comment, and then create a complete sentence using the phrase.



## Homework Exercise **3**

- A** What English words or phrases describe the facial expressions in Classroom Exercise J? On a sheet of paper, make a list of possible words and explain why each fits the expressions.
- B** Write five sentences in ASL gloss format on a sheet of paper to be turned in. Use vocabulary from Units 1 – 3 and make sure each sentence has a topic and a comment.
- C** You've been asked to help a friend of yours this coming weekend, but you're unable to help due to several reasons. Practice signing why you can't help, using topic-comment structure and the WH-Signs. Refer to at least five different reasons.
- D** Write assignment A, B, or C in ASL gloss.

## ASL Up Close

### Possessive Signs

Signs for *mine*, *your*, *his*, *hers*, *theirs*, and *ours* are called **possessives**. Use possessive signs to ask and answer questions, clarify statements, and develop conversations on a variety of topics. Possessive signs follow the same rules as deixis to point towards people and things, including eye gaze (see Page 6).



My, mine



Your, yours



His, hers, its



Ours



Yours (plural)



Theirs

### Example



What's your email address?

## Classroom Exercise



Whose is it? Practice the possessive signs by signing each sentence.

1. *It's my book.*
2. *Our teacher is Deaf.*
3. *No, it's not his. It's hers.*
4. *Your (plural) homework is due today.*
5. *My email isn't working.*
6. *Her teacher is hearing.*
7. *Is this your DVD?*
8. *Her friend is named Glen.*
9. *It's not mine. It's yours.*
10. ?



### Accent Steps

Don't use possessive signs with names. Using them instead of deixis results in ungrammatical sentences like *Mine name Joe* or *Their name Ann and Tomas*. Remember that deixis conveys the verb *to be*, not possessive signs.

## Classroom Exercise



1. *Color palette.* Identify each color.



2. Ask a partner what is his or her favorite color, then share that information with your classmates. Other information to determine:

1. *What is the most popular color?*
2. *What is the least popular color?*

## Vocabulary

### Colors



Color



Black



Blue



Brown



Gray



Green



Orange



Pink



Purple



Red



White



Yellow

## Classroom Exercise



1 **Getting to know you.** Ask a partner the following questions. When done, switch roles and repeat.

1. *I don't like the color bright blue. Do you?*
2. *Who is your favorite singer / musician?*
3. *Who is your favorite actor?*
4. *What color is your car?*
5. *What do you do on the weekends?*

2 **Love-it.** Sign the following sentences and use *love-it* for the bolded terms.

1. *I like going to the movies on the weekends.*
2. *I love your car!*
3. *They really like going to Mexican restaurants.*
4. *She loved the movie but I didn't like it.*
5. *What do you like?*

## Accent Steps

To emphasize the depth or brightness of a color, swing the hand forming the color away from you.



Bright blue



Love-it

## EXPRESSION CORNER

Use *love-it* when signing about a non-romantic "love" for things or people. *Love-it* is often used instead of "like a lot" or similar phrases.

CORNER

## Vocabulary

## Favorites



To act, show



Actor



Car, to drive



Dark



Light



Musician, singer



Television



To watch

## Classroom Exercise



1 **True or false?** Sign each statement to a partner who will correct the information as shown.

1. *His favorite color is light blue. (No, his favorite color is bright green.)*
2. *Your last name is Smith. (No, my last name is \_\_\_\_.)*
3. *They aren't listening to music. (Yes, they are listening to music.)*
4. *We're going to the movies on Saturday. (No, we're going to a restaurant on Sunday.)*
5. *They aren't actors. (Yes, they are actors.)*

2 **More conversation.** Come up with five different questions to ask your partner. When done, switch roles and repeat the exercise.

## I Want to Know . . .

### How do I sign "and" and "or"?

Since the word *or* implies a choice, ASL uses *which* to show options.



Does he want a blue or black pen?

The word "and" is used differently in ASL than English. Generally, ASL does not use a specific sign because "and" is implied by a slight pause, head nod, and change of eye gaze.



I need this one and that one.

## Classroom Exercise

# Q

Faces can say a thousand words. Practice each facial expression, focusing on the eyebrows and mouth.



## Vocabulary

## Email



At (symbol)



Dot, period



Email, email address



Internet



To listen



Music, to sing



Page



Web page

## Accent Steps

To sign *web page* do not sign *www + page*, just sign *www*.

## Classroom Exercise

# R

Email & internet addresses. How would you sign each internet address? Follow the example shown below.



My email address is Beach@ave.com

1. [baseballfan@domain.com](mailto:baseballfan@domain.com)
2. [cloud3@ppc.com](mailto:cloud3@ppc.com)
3. [help@vri.org](mailto:help@vri.org)
4. <http://www.nad.org>
5. <http://www.gallaudet.edu>
6. [traskfamily12@tr.net](mailto:traskfamily12@tr.net)
7. <http://www.clerccenter.org>
8. [bluemoon@tuv.edu](mailto:bluemoon@tuv.edu)
9. [12fan@my2way.com](mailto:12fan@my2way.com)

**FYI** Don't sign the `http://` portion of an address.

## Homework Exercise

# 4

- A Do you have an email address? Practice signing and fingerspelling your email address using the signs shown in Vocabulary: Email. If you don't have an email address, practice signing the URL of your favorite web site.
- B You want to get to know someone better. Develop three questions using the "and/or" concepts. Prepare to ask a partner each question.
- C Write assignment A or B in ASL gloss.

## Did you know?

One of the pioneers of the internet and World Wide Web, Vinton Cerf, is hard of hearing. A prominent figure in the internet world, he serves on the board of ICANN, the regulating body of the internet. He also serves on the Board of Trustees at Gallaudet University in Washington, D.C. Long interested in communication and technology, his work has had a tremendous impact on people around the world, both Deaf and hearing. The next time you use the internet, remember the work of Vinton Cerf!

To learn more, visit [www.icann.org](http://www.icann.org).

## Numbers & Questions I

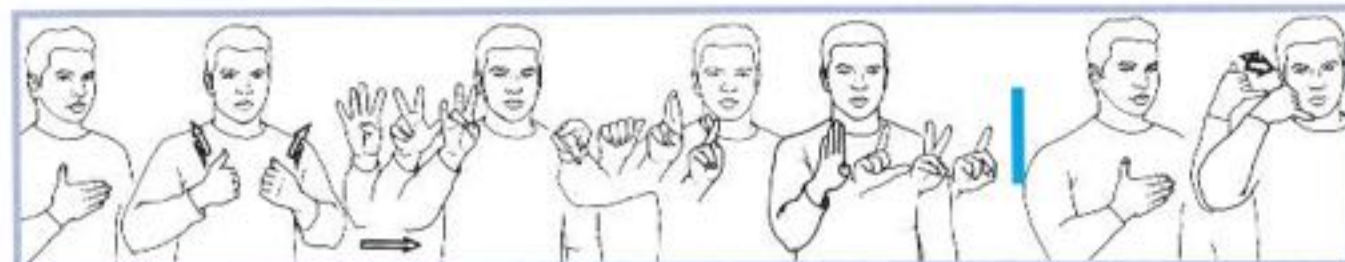
Refer to your Student Companion to practice the ASL number system. When signing numbers, do not move your hand towards the right or left.



### Dialogue Translation

**Kelly:** *I need your address and telephone number.*

**Sean:** *My address is 437 Park Blvd., and my telephone number is 555-9226.*



## Classroom Exercise



- I live on...** How many students live on a:
  - Court / Cul-de-sac
  - Avenue
  - Boulevard
  - Street
  - Drive
  - Lane
  - Road
  - Parkway
  - Circle
  - ?
- Addresses.** Sign a complete sentence using the addresses below.
 

1. 6225 Jarvis Avenue	5. 3307 Third Ave. North	9. 39217 Estudillo
2. 34 Brookvale Circle	6. 4588 Peralta	10. 1120 Hollenbeck Lane
3. 576 Lovell Blvd.	7. 7422 Niles Blvd.	11. 465 Oak Park Blvd.
4. 901 Phoenix Way	8. 3000 Evergreen	12. 100 Tesla Road
- Dialogue.** Work with a partner to develop a dialogue using one or more of the dialogue prompts. Each dialogue should incorporate addresses and telephone numbers. Use fictitious numbers as needed.
 

1. where do you work?	4. plans to meet at a movie theater
2. favorite restaurants	5. going to a party
3. home address / telephone number	6. asking for help

### Eyes on ASL #7

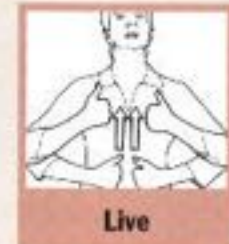
Numbers 1 - 5 always face you except when signing addresses and telephone numbers.



When counting in ASL, twist your hand towards you for numbers 1 - 5.

### Accent Steps

Don't confuse the signs to *live* and *address*. They are easily mistaken because they look very similar, but the movement of each sign is different.



Live



Address

## Vocabulary

### Addresses & Telephones



Address



Number



Street (general)



Telephone

#### Always Fingerspell

- Avenue (*ave*)
- Boulevard (*blvd*)
- Court (*court, ct*)
- Drive (*drive, dr*)
- Road (*road, rd*)
- Street (*street, st*)

When signing about an unnamed street, route, path or road, use the general *street* sign. If the word "street" is part of the name, such as Street of Dreams, then fingerspell *street*.

## Classroom Exercise

**T**

1 *What's the number?* Match the name or telephone number to the information fingerspelled by your teacher or partner.

375

### DIRECTORY

CAPUTO, Anthony . . . . .555-4867	CHANG, Ming Li . . . . .555-0215
CAPUTO, Frank . . . . .555-9873	CHRISTIE, Robert . . . . .555-9807
CARDENA, Rafael . . . . .555-8614	CHRISTO, Rolf . . . . .555-7546
CARDENAS, Ramon . . . . .555-8654	COHEN, Andrea . . . . .555-4089
CHANG, Min Li . . . . .555-0396	COHN, Andrew . . . . .555-2390

**FYI** Don't forget to pause briefly between the first and last sets of a telephone number. Pause rather than making a dash!

2 *Updating addresses.* A friend of yours is updating information and needs your assistance. In complete sentences explain the information found on each card. Switch roles and repeat when done.

1 **Jeff Michaels**

29222 Sunrise Avenue  
San Diego, California  
(619) 555-2000  
Email SurfUp@2sd.com

2 **Lori Brace**

181 Lamp Road  
Calgary, Alberta  
Canada

3 **Olivia ??**

Seattle, Washington  
(206) 555-3444 old  
(206) 555-5040 new  
work (206) 555-9239

4 **Dan Olman**

7 Pine Blvd  
Madison, Wisc. old  
new 16 Front Ave.  
Atlanta, GA

5 **Kelly Trask**

3877 Pierce Avenue  
New York City  
(212) 555-8322 videophone  
Pager KellyT

6 **Marti Housen**

44 Caswell Blvd.  
Louisville, Kentucky  
Pager M400@kentucky.com  
(502) 555-3876 TTY

## Vocabulary

### Addresses & Telephones



New

Fingerspell: TTY



To be old



Pager



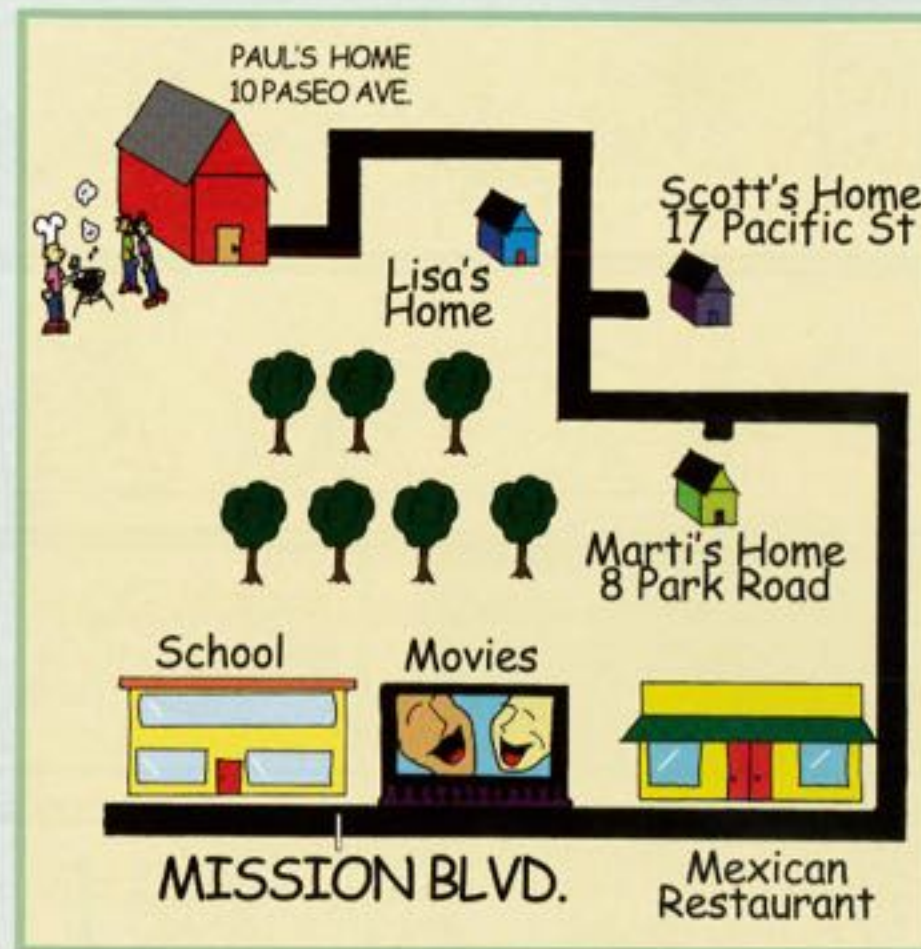
Video phone

## Classroom Exercise

**U**

*Using addresses.* Use the illustration below to help you answer the following questions in complete ASL sentences.

1. *Where is the Mexican restaurant?*
2. *What is Scott's address?*
3. *Who does Scott live near?*
4. *On what street is the school?*
5. *Where's the party?*
6. *Does Lisa live close to or far from school?*
7. *Is Paul's home close to the restaurant?*
8. *What's near the school?*
9. *Who does Marti live near?*
10. *What is Marti's address?*



## Did you know?

While you use a telephone to reach friends and family, a Deaf person uses a videophone! Videophones allow two Deaf people to converse in ASL as naturally as having a conversation in person. Just like there are different types of telephones to choose from, Deaf people select the videophone that has the features they want. In addition to the videophone, users need a monitor and high-speed internet connection to make calls. Deaf people can call hearing friends by using the videophone to connect to an interpreter who voices what the Deaf caller signs, and signing what the hearing person speaks. Not all Deaf people have videophones. Some prefer to use a TTY, a device similar to a keyboard. A caller types messages into the TTY and the person on the other end reads the message on a built-in screen. Which way of making calls would you prefer?



Courtesy Sorenson Communications

## Classroom Exercise



Conversation. Ask a classmate each of the following questions, who will respond in a complete sentence.



## Homework Exercise

5

- A** Use your local telephone book to find relay service numbers. Does your state use a 1-800 number? 711? Do you have Spanish - English relay options? Write down a list of relay numbers you find.
- B** Create a fictitious individual's contact information, including a home address, a minimum of two telephone numbers, and pager and email address. Prepare to sign the information in ASL using pauses, eye gaze, correct number format, and ASL structure in a smooth presentation.
- C** Write assignment B in ASL gloss.

## Numbers & Questions II

See your Student Companion for more practice with ASL numbers.



### Dialogue Translation

**Kelly:** Is it your birthday this month?  
**Sean:** No, my birthday is in April.  
**Kelly:** Oh, I see. Which day?  
**Sean:** April 10. When's your birthday?



## Vocabulary

### Birthday Variations

Remember to use the sign variation preferred by your local Deaf Community.



Birthday (1)



Birthday (2)



Birthday (3)



## Classroom Exercise



**1 Birthdays.** Do you share your birth date with anybody else in your ASL class? Find out who:

- |                         |                                 |
|-------------------------|---------------------------------|
| 1. Was born in January  | 4. Was born in April            |
| 2. Was born in August   | 5. Was born in June             |
| 3. Was born in November | 6. Whose birthday is this month |

**2 Dates.** Develop speed and accuracy switching between fingerspelling and numbers. For additional practice, repeat the exercise by alternating each date with a partner.

- |                 |               |                  |                |
|-----------------|---------------|------------------|----------------|
| 1. May 10       | 6. February 9 | 11. November 8   | 16. March 2    |
| 2. April 3      | 7. October 31 | 12. January 23   | 17. August 18  |
| 3. July 22      | 8. June 15    | 13. April 13     | 18. December 5 |
| 4. December 7   | 9. August 29  | 14. September 17 | 19. June 27    |
| 5. September 25 | 10. March 2   | 15. May 19       | 20. July 4     |

## Vocabulary

### Months of the Year

The months of the year are fingerspelled using their abbreviation or the full word for the month.



Jan

The months using abbreviations are:

- January — Jan
- February — Feb
- August — Aug
- September — Sept
- October — Oct
- November — Nov
- December — Dec



Nov



July

The months that are fingerspelled are:

- March
- April
- May
- June
- July

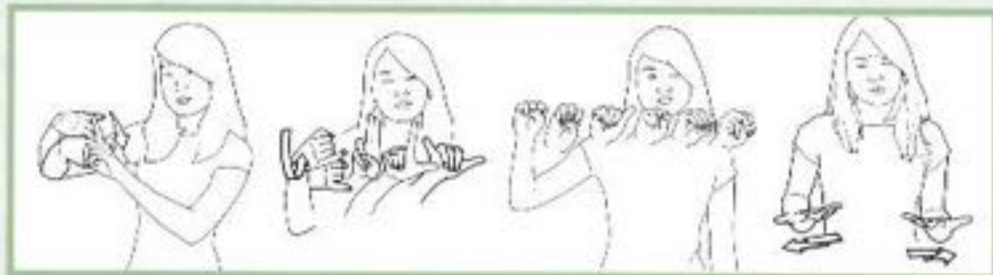


April

## Classroom Exercise



**1 The seasons.** Ask a partner to provide the correct season that corresponds to each month, as seen in the example.



- |             |             |            |               |
|-------------|-------------|------------|---------------|
| 1. November | 4. December | 7. March   | 10. April     |
| 2. May      | 5. February | 8. August  | 11. July      |
| 3. January  | 6. June     | 9. October | 12. September |

**2 Conversation.** Ask a classmate each question. Use topic-comment structure as needed. Switch roles and repeat.

- |   |  |
|---|--|
| 1. How many months are there in a year?   | 5. Which season and month is your birthday in? |
| 2. Which season is your favorite?         | 6. What season are we in now?                  |
| 3. Which months are in the spring season? | 7. Which months are in the winter season?      |
| 4. What are your three favorite months?   | 8. Which months do you go to school?           |

## Vocabulary

### Seasons



To celebrate



Depends



Fall



How many



Month



Season



Spring



Summer



Winter



Year

## Vocabulary

## Major Holidays

Fingerspelled holidays include:

- Eid
- Labor + Day
- Martin Luther King, Jr. Day (MLK + Day)
- Ramadan
- Veterans + Day



Christmas



Easter



Halloween



Hanukkah



Independence Day



Kwanzaa



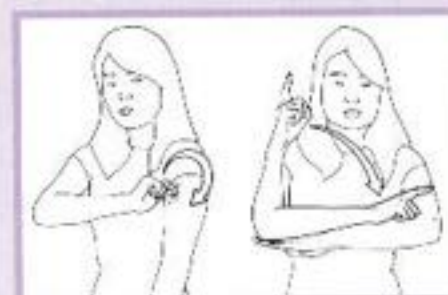
Memorial Day



New Year's



Passover



St. Patrick's Day



Thanksgiving



Valentine's Day

## Classroom Exercise



1 **Holidays.** When is each holiday celebrated? Sign *depends* for those holidays not occurring on fixed dates. Raise your eyebrows during the *when* sign. An example is provided.



- |                               |                                      |                          |
|-------------------------------|--------------------------------------|--------------------------|
| 1. Kwanzaa (December)         | 6. Hanukkah (depends)                | 10. Christmas (December) |
| 2. Easter (depends)           | 7. Independence Day (July)           | 11. Passover (depends)   |
| 3. Ramadan (depends)          | 8. St. Patrick's Day (March)         | 12. Memorial Day (May)   |
| 4. Valentine's Day (February) | 9. Martin Luther King, Jr. (January) |                          |
| 5. New Year's (January)       |                                      |                          |

2 **Dialogue.** Work with a partner to develop a dialogue using one or more of the prompts:

- |                           |                                   |
|---------------------------|-----------------------------------|
| 1. favorite holiday       | 4. birthday plans / dates         |
| 2. least favorite holiday | 5. meaning of particular holidays |
| 3. seasonal activities    | 6. who celebrates which holidays? |

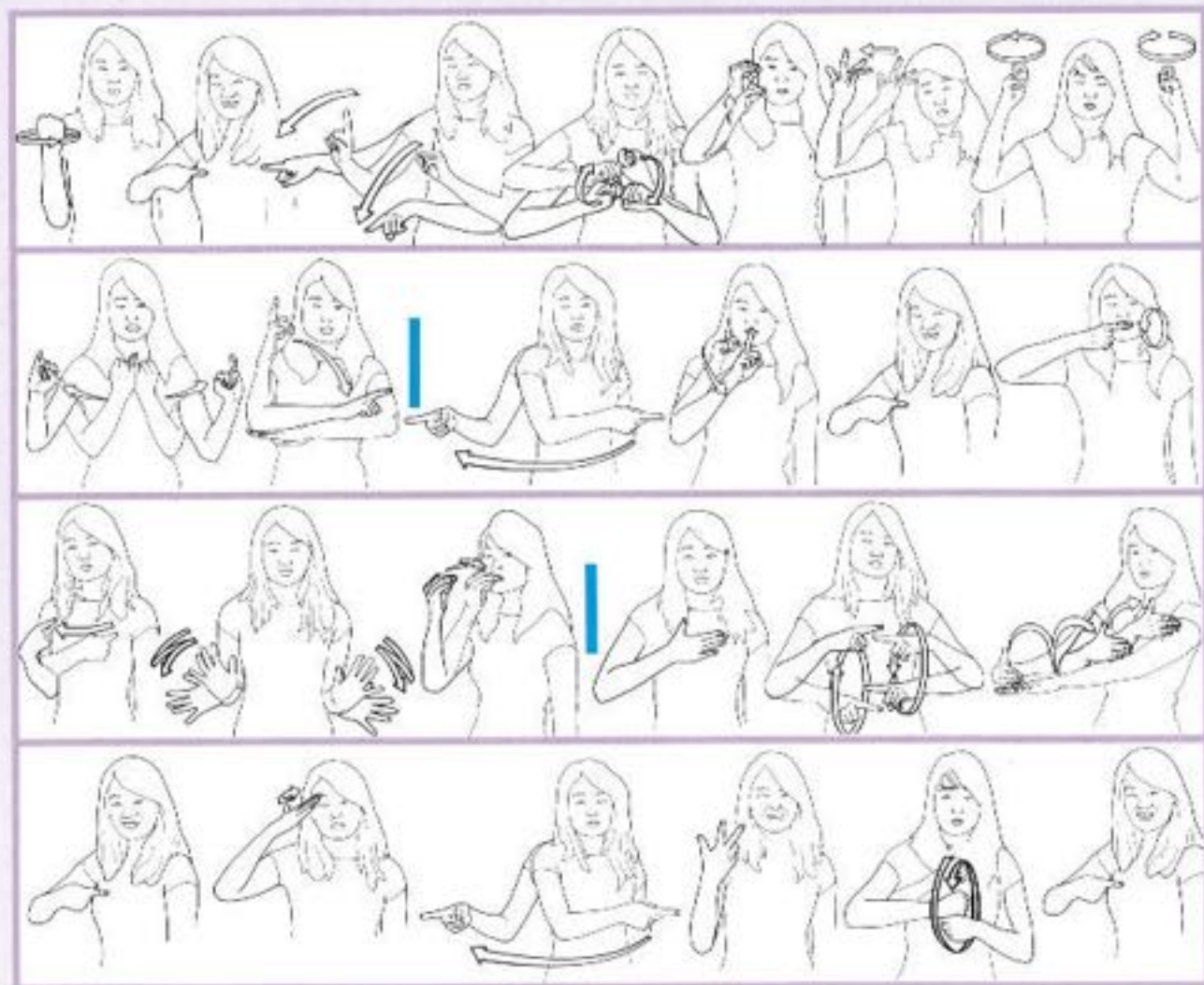
3 **Holidays and activities.** State when each activity takes place, based on the illustration.



## Homework Exercise

6

- A** Explain in ASL a specific activity you do during each of the four seasons. What do you enjoy doing in winter, spring, summer, and fall? Practice your presentation.
- B** Practice signing today's full date. Refer to your Student Companion for practice exercises. Can you sign the following dates quickly and clearly?
1. November 7, 1984
  2. April 21, 1970
  3. August 15, 1659
  4. July 4, 1776
  5. September 23, 1902
  6. February 18, 2008
- C** What's one of your favorite holidays? Prepare to explain to your classmates in ASL about a holiday or celebration you enjoy. What is its name, when is it, and what do you do? If you do not celebrate holidays, prepare to sign about an activity your family does together.
- D** Memorize and sign the paragraph below.
- E** Write assignments A, B, C, or D in ASL gloss.



## Talking About the Weather

### Translation

*Today's weather is cool with a bit of rain, with tomorrow's weather being warm and sunny.*



### Classroom Exercise



*Weather.* Do the following with a partner:

1. Create a dialogue incorporating weather signs.
2. Discuss activities that can be done inside and outside, depending on the weather.

### Accent Steps

The sign *inside* is a literal sign that means *to be inside of*. Avoid using the sign *inside* for *in December* or *in the future*. You will learn more about how such concepts are signed in later units.

## Vocabulary

### The Basics



Inside



Outside



Weather (1)



Weather (2)

## Classroom Exercise AA

1 *Today's weather.* Based on the illustrations below, describe the weather in a complete sentence.



2 *Emphasis.* What kind of facial expression would you add to the correct weather-related sign?

1. freezing cold
2. raining cats and dogs
3. very hot / sweltering
4. terrible windstorm
5. fluffy clouds
6. pouring

### Accent Steps

Only a facial expression distinguishes *cold* from *winter*. Beware of slight differences like *rain* and *snow*. What's the difference?

## Vocabulary

## Weather



To be cloudy



To be cold



To be cool



To be hot



To rain



To snow



To be sunny



To be warm



Waves



To be windy

## Classroom Exercise BB

1 *Coming back from a walk.* Kelly takes a walk rain or shine every day. Based on the illustrations, explain in complete ASL sentences what she encountered on her walk. Describe as much as you can.



2 *Travel forecast.* You and a friend are making travel plans. What kind of weather can you expect in each location? Select vocabulary from each column to make a complete sentence.

### Destination

1. Alaska
2. Chicago
3. Texas
4. Seattle
5. Montreal

### Season / time of year

- |          |          |
|----------|----------|
| today    | summer   |
| tomorrow | winter   |
| March    | December |
| fall     | spring   |
| August   | November |

### Weather

- |        |       |
|--------|-------|
| cold   | hot   |
| rainy  | cool  |
| windy  | sunny |
| snow   | snowy |
| cloudy |       |

## Homework Exercise 7

- A Describe your ideal weather and season. What makes them your favorites? Prepare to explain in ASL to your classmates why you enjoy them.
- B Use a newspaper, the television, or the internet to obtain your local forecast for the week. In ASL, explain the types of weather to expect.
- C Write Assignment A or B in ASL gloss.

## Journal Activities

- 1 Many people are often surprised to learn that Deaf individuals enjoy the same conveniences as hearing people do, especially with telephones, pagers, and entertainment options. What, if anything, do you think Deaf people cannot do?
- 2 *Point & Counterpoint:* For several years **Deaf Child Area** signs have appeared in neighborhoods across the United States, brewing controversy. Read both perspectives and then write a response explaining which position you support and the reasons why, and why each position may be right.

### Point

Deaf Child Area signs just make sure a Deaf child who can't hear a car horn is safe playing on the street. The signs are what's best for a Deaf child and the public safety because a Deaf child can't hear potential danger and is more likely to be involved in an accident. Drivers are used to seeing signs alerting them to potential dangers, such as icy roads and animal crossing signs, so they remind drivers to slow down and drive with care.

### Counterpoint

Deaf Child Area signs don't really ensure the safety of any child playing on the street, whether Deaf or hearing. While such signs are often placed with good intentions, they single out the Deaf child and make him or her more needy than hearing children. Signs like this convey the perception that Deaf people — children or adults — need more care and attention simply because they don't hear. And realistically, it's unlikely such signs encourage bad drivers to think twice.



## Unit 3 Review

- A** You are going to meet several Deaf people at a party Friday night. What questions can you ask to learn more about the people you talk with? Make a list of questions and answers and practice signing them with a partner. Keep the following topics in mind:
1. The city, state, and country where you live or are from
  2. Asking for / exchanging telephone numbers or email addresses
  3. Explaining where you live
  4. Favorite TV shows and movies
  5. Upcoming holidays
  6. The weather

- B** What is the difference between these non-manual signals? Create five sentences using these non-manual signals correctly.



- C** Identify and correct any errors in the following sentences. Explain to a partner or friend why the errors are wrong and how to fix them.

